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ABSTRACT

The second of five volumes of a report on instructional programs for handicapped children and youth in day and residential facilities, this document describes methodologies and results of the first of four components of the study, a national survey of separate facilities for handicapped children and youth which yielded responses from 1,315 day programs and 626 residential programs (a 75% return rate). This survey provides the first comprehensive national data set of this nature. Detailed information over a wide range of areas is presented for both types of facilities, including administrative characteristics (size, ownership, costs, funding sources, and licensure and certification); staff characteristics (number of staff, professional training of staff, and hours of specialized services provided); characteristics of pupils (numbers of students by type and severity of handicapping conditions, age, gender, and racial/ethnic distribution; living arrangements of day students; and educational, recreational, and other services provided by the facilities. These include on-site and off-site programs for students aged birth through 21 years, student evaluations, services to existing students, and participation in noninstructional activities. Detailed data on entering and exiting students for the full year of 1987 is also provided, as is a longitudinal examination of changes and new roles for separate facilities in the years following the initial implementation of Public Law 94-142 (the Education for All Handicapped Children Act) in 1976. Data is displayed in 102 tables. (JDD)

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# THE STUDY OF PROGRAMS OF INSTRUCTION FOR HANDICAPPED CHILDREN AND YOUTH IN DAY AND RESIDENTIAL FACILITIES

## VOLUME II:
## CURRENT STATUS AND CHANGES IN SEPARATE FACILITIES FOR STUDENTS WITH HANDICAPS

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Policy Research, Inc.

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# EXECUTIVE SUMMARY

The Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities was conducted in response to a requirement under Section 618 of the Education of the Handicapped Act Amendments of 1983 and 1986. This mandate directed the U.S. Secretary of Education to report to Congress on "an analysis and evaluation of the effectiveness of procedures undertaken by each State education agency, local education agency, and intermediate educational unit to improve programs of instruction for handicapped children and youth in day or residential facilities" (Section 618(f)(2)(E) of P.L. 98-199).

The study included four components: (1) a national Survey of Separate Facilities to obtain representative estimates of the current status of instructional programs in separate day and residential facilities and to describe quantifiable changes in the student populations and facility characteristics in separate facilities; (2) a Survey of SEA Special Education Divisions in all States to describe the procedures used by State education agencies (SEAs) to improve the instructional programs at separate facilities; (3) a set of eight State-based case studies in which SEA and other State agency procedures affecting separate facilities were examined in depth; and (4) a set of twenty-four facility-based case studies undertaken within the eight case study States to examine the processes of change at separate facilities in greater detail and to link these changes with SEA procedures and other factors.

The Survey of Separate Facilities was designed to respond to the need for information on the current status and recent changes in the characteristics of students and educational programs in a nationally representative sample of facilities operated exclusively or primarily for students with handicaps (referred to in this report as separate facilities). This survey provides the first comprehensive national data set on separate educational facilities for children and youth with handicapping conditions. Detailed information over a wide range of areas is presented, including administrative characteristics (e.g., size, ownership, costs, and funding sources), staff characteristics (e.g., the number of staff members, the professional training of staff, and hours of specialized services provided); characteristics of pupils (e.g., numbers of students by type and severity of primary and secondary handicapping conditions, age, sex, and race), and instructional, recreational, and other relevant programs, services, and experiences provided by the facilities. The survey also provides a longitudinal examination of changes and new roles for separate facilities in the years following the passage of the Education for All Handicapped Children Act of 1975 (P.L. 94-142).

A day school or facility was defined for the purposes of this study as a separate facility if no persons with handicaps reside there and one or more children or youth with handicaps between birth and their 22nd birthday receive educational services there during the regular school day. A residential school or facility was defined as a separate facility at which one or more persons with handicaps reside and at which one or more children and youth between birth and their 22nd birthday receive educational services on the grounds of the facility during the usual school day. It is important to note that many of the children living in residential "schools" or facilities may be placed there for reasons other than to receive special education services.

Reasons for placement in residential facilities range from the need for relatively short-term medical or psychological treatments to long-term residential care for severe conditions requiring special care.

In all, a total of 1,315 day schools and 626 residential facilities responded to the survey by mail or by telephone, for an overall response rate of 75 percent. Sample weights were applied to adjust the survey responses to the projected national population of separate facilities and their students. All data apply to 1988 unless otherwise specified.

## Number of Schools and Students

### All Separate Schools

- There were an estimated 3,889 separate facilities in operation in the United States during 1988, about equally divided between those operated by public agencies (1[illegible]7) and private organizations (1,911).

- The single largest group of separate facilities, defined by the primary disability of the majority of students served, consisted of facilities for students with mental retardation (a total of 1,383 facilities), followed closely by facilities for emotionally disturbed students (1,253). The number of separate facilities primarily serving students with low-prevalence handicapping conditions (such as visual impairments, chronic health conditions other than autism, and deaf-blindness) was small.

- The total estimated number of students ages 0 through 22 served by the 3,889 separate facilities was 324,051. Overall, public separate facilities were serving 196,357 students, while privately operated facilities were serving 127,694 students. The bulk of the students were in facilities serving either mentally retarded or emotionally disturbed students (113,615 and 96,684 students, respectively).

### Day Schools

- In 1988, there were an estimated 2,639 separate day schools serving students with handicaps ages 0 through 21 years. An estimated 59 percent were publicly operated, 35 percent by local education agencies (LEAs). Three-quarters of these schools served primarily students with mental retardation (39 percent), emotional disturbance (23 percent), or multiple handicaps (13 percent).

- There were an estimated 228,716 students enrolled in separate day schools. This was similar to the total of 213,200 students reported by the States as receiving Federal special education funds for programs provided in separate facilities in 1986-87.

- The estimated average population of separate day schools was 99 students ages 0 through 21 years. Publicly operated schools averaged 113 students; private schools averaged 79 students.

### Residential Schools

- Residential schools were defined as residential settings in which students were educated on the grounds of the facility. Residential facilities were considered schools by virtue of an educational program being provided on grounds by facility or other staff, regardless of the primary purpose for placements at the facility. An estimated 1,250 separate residential schools serving students with handicaps ages 0 through 21 years were operating in 1988.

- An estimated two-thirds of residential schools (66 percent) were privately operated; just over three-quarters (78 percent) by nonprofit agencies not affiliated with a religious organization.

- About half of all separate residential schools (an estimated 51 percent) primarily served students with emotional disturbance. An estimated 63 percent of all private residential schools primarily served students with emotional disturbance.

- There were an estimated 95,335 children and youth in residential schools for students with handicaps in 1988. This number differs by a wide margin from the 39,287 residential school students in separate facilities cited in the OSEP State-reported data for 1986-87. About 60 percent of this difference could be attributed to the difference in the numbers of students with emotional disturbance, while students with mental retardation appeared to account for another 18 percent of the difference. In both cases, separate facilities reported more residential students with these handicapping conditions than were reported by the States. Particularly in the case of emotionally disturbed students, the difference may be associated with placements for which public special education funds are not used, including private placements.

- Students with a primary diagnosis of emotional disturbance were estimated to comprise 52 percent of all residential school students. An estimated 23,919 residential school students (25 percent) had either a primary diagnosis of mental retardation or were indicated to be multiply handicapped, with one of the multiple conditions being mental retardation.

- The estimated average population of separate residential schools was 113 students ages 0 through 21 years. Publicly operated residential schools were, on average, much larger than private ones: 202 students and 75 students, respectively.

## Characteristics of Students

### Day Schools

- The largest category of day school students were those with mental retardation (39 percent of the total). About 5 percent of all day school students had mild mental retardation, about 15 percent had moderate mental retardation, about 11 percent had severe mental retardation, and about 8 percent had profound mental retardation. In addition, about 6 percent of students in day schools were reported to be multiply handicapped, but with mild or moderate mental retardation as one of their conditions; about 7 percent of students in day schools were reported to be multiply handicapped, with severe or profound mental retardation as one of their conditions.

- An estimated 19 percent of separate day school students were reported to be emotionally disturbed. Nearly half of these (48 percent) were classified as having serious conduct or behavior disorders.

- Students with learning disabilities, although comprising about 47 percent of the total special education population ages 6 through 21 in 1987-88, comprised only an estimated 9 percent of the students in separate day schools.

- Day school students with mental retardation or multiple handicaps were usually in public schools (85 percent and 73 percent, respectively), as were day school students with emotional disturbance (63 percent), particularly students with serious conduct or behavior disorders who were most likely to be in public schools. Day school students with learning disabilities were more often in private schools (62 percent).

- The vast majority (an estimated 88 percent) of separate day school students were educated in their local communities. An estimated 84 percent of day school students lived at home with their parents or relatives, 5 percent in foster homes, 5 percent in group living arrangements of 15 or fewer residents, 4 percent in residential settings of more than 16 residents, and 2 percent in "other" settings. Students most likely to live in foster or group residential arrangements were those attending day schools primarily serving students with severe or profound mental retardation (21 percent) or emotional disturbance (19 percent).

- Most students in separate day schools (61 percent) were between the ages of 6 and 17 years, but about 23 percent were 5 years and younger, and about 16 percent were 18 years and older. Students with mental retardation were more likely to be 18 through 21 years (29 percent of all day school students with mental retardation) than were students with any other handicapping condition.

- Males comprised an estimated 64 percent of all day school students, including 66 percent of public school students and 62 percent of private school students. Day schools primarily serving students with emotional disturbance were particularly likely to have large proportions of male students (77 percent).

- The racial/ethnic composition of the separate day school population was comparable to the racial/ethnic composition of the school-age population in general. Like the general population, white non-Hispanic students comprised 71 percent of the day school population. Black non-Hispanics comprised 15 percent of the school-age population and 19 percent of the estimated day school population. Students of Hispanic background comprised an estimated 7 percent of the day school population, compared with about 10.5 percent of the school-age population.

## Residential Schools

- By far the largest group of residential facility students were those with emotional disturbance (52 percent). There were more students reported to have serious conduct or behavior disorders than students in any major category of condition. An estimated 23 percent of all residential school students were reported to have conduct or behavior disorders, compared with 18 percent of residential school students reported to have mental retardation. About 11 percent of all residential school students had hearing impairments as a primary handicapping condition, with about 85 percent of these students reported to have severe prelingual deafness.

- About four out of ten residential facility students (39 percent) were in public facilities. While most residential students with mental retardation (60 percent), hearing impairments (70 percent), and vision impairments (84 percent) were in public residential facilities, only 25 percent of residential students with emotional disturbance and 40 percent of those with multiple handicaps were in public facilities.

- Students with learning disabilities, although comprising about 47 percent of students reported to receive special education services nationwide, comprised about 4 percent of the residential school students.

- An estimated 28 percent of students in residential schools attended schools in the local community in which their parents lived; most of these were day students. About 11 percent of students for whom their parents remained as guardians came from outside the State in which the facility was located.

- For an estimated 8 percent of students in residential schools, the residential facility or its operating agency was designated as their legal guardian. The proportions were highest for students with severe or profound mental retardation (28 percent), almost half of whose residential schools were State mental retardation/developmental disabilities institutions.

- Residential school students were markedly older on average than were day school students. About 8 percent of residential school students were 5 years or younger, compared with 23 percent of day school students. About 23 percent of residential school students were 18 through 21 years old, compared with 16 percent of the day school students. Two-thirds of students in residential facilities primarily serving persons with emotional disturbance were between the ages of 12 and 17.

- Comparable to the estimate for day schools, males comprised approximately 65 percent of residential school students, including 59 percent of public school students and 68 percent of private school students.

- Like day schools, the racial/ethnic composition of the separate residential school population was generally comparable to the racial/ethnic composition of the school-age population in general. White non-Hispanic students comprised 75 percent of the day school population, compared with 71 percent among the general school-age population. Black non-Hispanics comprised 15 percent of the school-age population and 18 percent of the estimated residential school population. Students of Hispanic background comprised an estimated 4 percent of the residential school population, compared with about 10.5 percent of the school-age population.

## Educational and Other Services

### Day Schools

- There were an estimated 53,062 children between birth and 5 years in separate facility day programs. About 9 percent of these students participated for 3 or more hours per week in educational or therapeutic day programs away from their day facility. About half (46 percent) of the approximately 4,900 birth through 5-year-olds participating in programs away from the separate day facility (about 4 percent of all birth through 5-year-olds in separate day programs) attended regular preschools or day care centers for at least 3 hours per week.

- There were an estimated 140,217 children and youth between 6 and 17 years in separate day schools. About 10 percent of these students participated in 3 or more hours per week in educational or other training programs away from their separate facility. About 22 percent of the off-site program placements were in other separate special education or therapeutic programs. About 18 percent of the off-site placements were in regular education classes and 33 percent were in special education programs in regular school buildings. Other external placements primarily included paid and unpaid work or work training.

- There were an estimated 35,432 youth ages 18 through 21 years in separate day school programs. About 17 percent of these students participated in 3 or more hours of educational, vocational, or therapeutic programs away from their facility. About 25 percent of those in off-site programs participated part-time in unpaid vocational training programs, about 19 percent were in part-time paid supervised work in non-sheltered settings, and about 11 percent were part-time in sheltered workshops.

- There were no major differences between public and private day schools in the proportion of students in any age range who participated in programs away from the facility.

- An estimated 61 percent of preschool students (birth through 5 years old) in separate day schools had group instruction in classes with a total of 6 to 11 students with handicaps. About 18 percent were taught primarily in groups of 2-5 students, and 7 percent had individual (one-to-one) teaching as their primary instructional arrangement. Private day schools serving students birth through 5 tended to have somewhat smaller class sizes than public schools.

- About 72 percent of separate day school students ages 6 through 17 years were reported to be taught primarily in classroom groups of 6-11 students. About 10 percent of 6- through 17-year-olds were usually taught in classes of 12 or more students (particularly students with mild or moderate mental retardation and learning disabilities). Groups of 2-5 students were reported as the primary teaching arrangement for 12 percent of the day school students, and individual instruction was the primary teaching arrangement for about 5 percent. Overall, there was little difference between public and private schools in average class size.

- About 65 percent of the 18- through 21-year-old day school students were taught primarily in groups of 6-11 students. About 15 percent of the 18- through 21-year-olds were usually taught in groups of 12 or more students. Small groups of 2-5 students were the usual teaching arrangement for about 11 percent of students, with individual teaching the most common teaching arrangement for 7 percent of the 18- through 21-year-olds in separate day schools. Private facilities were somewhat more likely to instruct young adult students in small (2- to 5-student) classes than public day schools.

- Virtually all day schools reported evaluations of student education programs on an annual basis or more frequently.

- Virtually all day schools reported that parents, guardians, or surrogate parents received formal written reports of students' progress at least annually. About 66 percent of schools submitted 3 or more reports per year.

- A large majority of day schools (about 85 percent) reported at least annual meetings between school personnel and representatives of students' local education agency or other education agencies to report on reevaluations of individual programs and/or to report on the progress of students. One-quarter of day schools reported an average of 2 or more such meetings per year.

- The only large differences between private and public day schools in student evaluation activities were the more frequent meetings with parents reported by private facilities (55 percent and 47 percent meeting 3 or more times per year, respectively) and the more frequent re-evaluations of IEPs reported by private facilities (70 percent and 38 percent re-evaluating 2 or more times per year, respectively).

- Most day school students were involved in various noninstructional activities through their school over a one-month period. About 71 percent were involved in non-classroom physical exercise and physical games (14 percent in activities involving nonhandicapped peers), 64 percent were involved in social activities such as parties (20 percent with nonhandicapped peers), 45 percent were involved in dance, music, or drama activities (11 percent with nonhandicapped peers), 62 percent went on field trips (17 percent with nonhandicapped peers), 27 percent participated in away-from-school events other than field trips (15 percent involving nonhandicapped peers), 16 percent were involved in competitive sports activities (4 percent with nonhandicapped peers), and 14 percent participated in special interest clubs or groups (4 percent with nonhandicapped peers).

Residential Schools

- There were an estimated 7,436 children between birth and 5 years in separate residential programs. About 9 percent of the students participated for 3 or more hours per week in educational or therapeutic programs away from their day facility. About half (55 percent) of the approximately 700 birth through 5-year-olds participating in programs away from the separate day facility attended another separate program for children with handicaps for at least 3 hours per week. About a quarter (24 percent) attended regular preschool or day care programs primarily serving children who were not handicapped.

- There were an estimated 66,163 children and youth between 6 and 17 years of age in residential schools. About 18.5 percent of those students participated for 3 or more hours per week in educational or other training programs away from their residential facilities. About 42 percent of these off-campus placements were in regular schools, either special classes (21 percent) or regular classes (21 percent). About 12 percent of these students were in paid or unpaid work or work training.

- There were an estimated 21,736 youth ages 18 through 21 years in separate residential schools. About 27 percent of these youth participated for 3 or more hours per week in education, vocational, or therapeutic programs off the campus of the residential facility.

- There were no major differences between public and private residential schools in the proportion of students in any age range who participated in programs away from the facility.

- An estimated 51 percent of preschool students in residential schools (birth through 5 years) had group instruction in classes of 6-11 students as their primary instructional arrangement. About 28 percent were taught primarily in groups of 2-5 students. About 9 percent were reported to have individual teaching as their primary instructional arrangement. Private residential facilities more often reported teaching students in larger classes than did public facilities, the opposite of day schools serving preschool students.

- About 59 percent of residential school students ages 6 through 17 years were reported to be taught primarily in classroom groups of 6-11 students. About 6 percent of the 6- through 17-year-olds were usually taught in classes of 12 or more students (especially students with learning disabilities). Groups of 2-5 students were reported to be the primary teaching arrangement for 22 percent of the residential school students, and individual instruction was reported as the primary instructional arrangement for about 4 percent of residential school students. There were few differences between public and private residential facilities in the primary instructional arrangements for school-age students.

- About 51 percent of the 18- through 21-year-old residential school students had classes of 6-11 students as their primary instructional arrangement. About 8 percent were usually taught in groups of 12 or more students and about 26 percent in small groups of 2-5 students. Individual instruction was the primary teaching arrangement for an estimated 5 percent of residential school students. Average class size in private and public residential facilities was generally comparable.

- Virtually all residential facilities provided at least annual reevaluations or revisions of student education plans and provided parents, guardians, or surrogate parents with formal written reports of students' progress at least annually. About three-quarters of residential schools submitted 3 or more reports per year to parents.

- A substantial majority (87 percent) of residential schools reported at least annual meetings between school personnel and representatives of the students' local education agency or other education agencies to report on reevaluations of individual programs and/or to report on the progress of students. About 40 percent of schools reported an average of 2 or more such meetings per year.

- As with day schools, private and public residential schools differed in student evaluation activities in the frequency of meetings with parents (57 percent and 28 percent meeting 3 or more times per year, respectively) and in frequency of re-evaluations of IEPs (77 percent and 63 percent re-evaluating 2 or more times per year, respectively).

- Most residential school students were involved in various non-instructional activities through their residential school over a one-month period. About 79 percent were involved in non-classroom physical exercise and physical games (11 percent in activities involving nonhandicapped peers), 77 percent were involved in social activities such as parties (17 percent with nonhandicapped peers), 49 percent were involved in dance, music, or drama activities (9 percent with nonhandicapped peers), 67 percent went on field trips (13 percent with nonhandicapped peers), 55 percent participated in off-campus events other than field trips (20 percent with nonhandicapped peers), 24 percent were involved in competitive sports activities (8 percent with nonhandicapped peers), and 23 percent participated in special interest clubs or groups (6 percent with nonhandicapped peers).

- While general participation in extra-curricular activities by residential school students was somewhat higher than for day students, the opportunities for participation with nonhandicapped peers was essentially the same. Also, while students at private residential facilities had more opportunities for non-instructional activities, the proportions of students at public and private residential schools interacting with nonhandicapped peers was very similar.

## Administrative and Staff Characteristics

### Day Schools

- An estimated 98 percent of all day school students were in schools reporting some form of current program licensure. An estimated 90 percent of students were in schools reporting current licensure by the State Education Agency.

- Total instructional staff time in day schools averaged 9.6 hours per week per student, or about 1 full-time equivalent teacher per 4.25 students. As noted earlier, the majority of students are instructed primarily in settings with six or more students, and the instructional staff time should not be interpreted as hours of instruction received.

- Public and private day facilities provided almost the same level of instructional staff time per student, 10 and 9 hours per week, respectively.

- Certified special education teachers averaged 3.9 hours per week per student (about 1 per 10 students). Paraprofessionals averaged 4.5 hours per week per student (about 1 per 9 students), with the rest of the instructional staff comprising general education teachers, tutors, assistants, instructional consultants, and others involved in classroom instruction.

- Private day schools reported modestly more average hours of inservice training for their staff members than did the public day schools. Private day schools reported an average of 30 hours of inservice training per year for each full-time equivalent (FTE) of instructional staff and an average of 24 hours for each FTE support and related services personnel. Public facilities reported an average of 24 hours of inservice training per year for each FTE of instructional staff and 20 hours for support and related services personnel.

- Turnover in instructional staff was reported to be somewhat higher in private day schools than in public day schools. Private schools reported a 22 percent average annual turnover in instructional staff, compared with 10 percent in public facilities. Related to the higher rate in private day schools was the report by the administrators of 62 percent of these facilities that "competing with the pay scales and fringe benefits of alternative employers" was a very serious problem, as compared with 30 percent of public day school administrators.

- The estimated average per-student daily costs of day school programs was $41. Overall, the cost per student per day in publicly operated day schools was $35, while the cost per student per day in private day schools was $48.

Residential Schools

- An estimated 99.5 percent of all residential school students were in facilities that reported current licensure by some form of public agency. About 85 percent of residential school students were in facilities reporting licensure by the State Education Agency.

- Total instructional staff time in residential schools averaged 11.0 hours per week per student, or about 1 full-time equivalent teacher per 3.6 students. This was somewhat higher than the average of 9.6 hours per week per student in the day schools, but again there were very minor differences between public and private residential facilities in instructional staff time.

- Certified special education teachers averaged 4.7 hours per week per student (about 1 per 8.5 students), paraprofessionals averaged 3.5 hours per student per week, and classroom teachers not certified or not certified in special education averaged 1.7 hours per student per week, with other instructional personnel, assistants, and instructional consultants accounting for the remainder of the 11 total hours.

- Instructional staff in both public and private residential facilities were reported to receive an average of 32 hours of inservice training per year for each full-time equivalent position. Inservice training for support and related services personnel averaged 24 hours per FTE in private facilities and 20 hours in public facilities.

- Turnover in instructional staff was reported to be almost the same in private facilities (19 percent) and public facilities (16 percent). A greater difference was noted in the turnover of personnel providing care and supervision to students outside the instructional program. Public facilities reported an annual turnover in their direct care staff members of about 24 percent, compared with 35 percent in private facilities.

- The average per-student cost of the educational component of residential schools was $56 per day. Costs in public and private residential schools were similar ($56 and $54, respectively). Residential components of the residential facilities costs were reported to be considerably higher, averaging $103 per student per day in public facilities and $78 per student per day in private facilities. This difference may be associated with the fixed costs of operating some large public residential facilities, particularly since they are experiencing deinstitutionalization.

## Entering and Exiting Students

In order to obtain data for a full year, the Survey of Separate Facilities asked facility respondents to provide information on new admissions and releases during the previous year (that is, during 1987).

### Day Schools

- During 1987, separate day schools had an average of 23 new students per 100 enrollees. Admission rates were highest in schools for students with emotional disturbance (34 per 100 students).

- About 35 percent of students entering separate day schools were 5 years or younger; about 13 percent were 2 years or younger. About 55 percent of students entering day programs were ages 6 through 17; 9 percent were 18 through 21 years old.

- About 25 percent of students entered separate day schools as their first educational placement. About 27 percent of students entering day schools had previously been in separate classes in regular schools. About 20 percent had previously been in another separate school. About 12 percent of students entering separate schools had been in regular class with or without resource-room support.

- In 1987 separate day schools had an average of 21 students leaving the facility per 100 students. Release rates paralleled admission rates and were highest in schools primarily serving students with emotional disturbance (32 per 100 students).

- Nationwide, students leaving day schools averaged about 6 years of enrollment in the separate facilities in the survey.

- Most (61.5 percent of) children and youth (17 years and younger) leaving separate day school returned to regular schools, including 43 percent who went to separate classes and 19 percent who went to regular classes with or without resource room assistance. Students leaving schools primarily for persons with mental retardation were more likely than other students to enroll in another separate day school.

- Most young adults (18 through 21 years) leaving separate facilities entered either competitive employment (13 percent) or vocational training programs including sheltered workshops and day activity centers (53 percent of those whose new placement was known). About 3 percent entered post-secondary educational institutions. Students from schools serving persons with severe or profound mental retardation or multiple handicaps were more likely than other students to take part in sheltered employment and day activity centers.

Residential Schools

- In 1987 separate residential facilities had an average of 31 newly admitted students per 100 enrollees. Admission rates were highest for facilities for students with emotional disturbance (57 per 100 students).

- About 22 percent of new admissions to residential schools were day students who did not reside at the facility.

- About 68 percent of new residential students entering residential facilities were 12 years or older and only about 10 percent were under 6 years. Residential schools for students with mental retardation were particularly likely to enroll older students: 59 percent of students entering facilities primarily serving persons with mild and moderate retardation and 39 percent of those entering facilities for severe and profound retardation were in the 18- through 21-year-old age range.

- Only about 10 percent of new residential students were entering residential facilities for their first educational experience. Students entering facilities for severe or profound mental retardation (16 percent) were particularly likely to be beginning their education in the separate facility. Over half (52 percent) of new students in residential facilities had previously been in regular school settings, either in special classes (32 percent) or in regular classes (20 percent).

- Over two-thirds (69 percent) of newly admitted residential students to residential facilities came from their natural, adoptive, or foster home. About one-quarter (25.5 percent) of entering students had previously been in another congregate-living situation, about 14 percent in public residential facilities of 16 or more residents. The students particularly likely to be moving from one residential facility to another were students entering facilities for persons with severe or profound mental retardation (33 percent of new admissions).

- In 1987 separate residential facilities had an average of 29 students leaving the facility per 100 students enrolled. Release rates were generally consistent with admission rates and were highest for facilities serving students with emotional disturbance (54 per 100 students).

- The average length of residence of students leaving separate facilities was about 4 years.

- About 58 percent of students leaving separate residential schools did so between the ages of 12 and 17. About 21 percent left before age 12. Schools for students with emotional disturbance had 68.5 percent of exiting students in the 12- to 17-year-old age range.

- Most (60 percent) children and youth (17 years or younger) leaving separate residential facilities returned to regular school environments, 37 percent entering separate classes in regular school buildings and 23 percent entering regular classes. About one-quarter (23 percent) of residential students age 17 or younger left to enter other separate day or residential schools, about two-thirds of whom left to enter other residential facilities.

- The most common subsequent placement for young adults (age 18 through 21) leaving residential schools was post-secondary academic education or vocational training (about 61 percent of students whose subsequent placement or activity was known). Students from residential facilities serving persons with mental retardation were more likely to be in day activity centers and less likely to be in vocational training or competitive employment than students leaving facilities for persons with emotional disturbance, although about equal proportions of exiting students took part in sheltered workshop programs.

- About one-half (49 percent) of students leaving residential facilities returned to or established their own home. Students least likely to return to or establish a home for themselves were leaving schools focused primarily on severe or profound mental retardation (23 percent).

## Changes in Separate Facilities

Changes in separate facilities were assessed in two types of analyses: (1) analyses of 487 facilities surveyed in 1979 as part of the Office of Civil Rights Survey of Special Purpose Facilities (State-operated or supported separate day and residential facilities for students with handicaps) and resurveyed in 1988 as part of the OSEP Survey of Separate Facilities, and (2) retrospective reports on the 1988 Survey of Separate Facilities from administrators of 1,498 facilities that had been in operation in 1976.

Day Schools

- Among facilities surveyed in both 1979 and 1988, there was an increase of about 4 percent in the total student population, with only small changes in distribution by gender or racial/ethnic background. There was a substantial decrease in the number and proportion of students with mild or moderate retardation and a very substantial increase in students with severe or profound retardation. There was also an increase in the number of students identified as emotionally disturbed and a decrease in those identified as learning disabled in separate day schools.

- Among all facilities open since 1976, a small overall decrease in the student population (2.8 percent) was due to decreases in the number of students ages 6 through 17 and increases in both younger and older students.

- Most students in the day schools surveyed in both 1979 and 1988 attended schools with 76 to 300 students, and public schools of this size in 1979 increased their populations by 45 percent over the 9-year period. Most of the increase was noted in day schools primarily serving students with severe or profound mental retardation.

- About 61 percent of day schools open since 1976 reported that their student populations had become more severely impaired, and only 13 percent reported that students were generally less impaired.

- There was little change in the staff-to-student ratios among facilities surveyed in both 1979 and 1988. However, among all facilities open since 1976, there was an average increase of one instructional staff position per 16 students. The increases were particularly notable in public day schools and in day schools for students with mental retardation.

- Administrators of schools open since 1976 were asked to assess various qualitative changes at their facility over the nine-year period. Overall, changes in the directions specifically intended by P.L. 94-142 were reported. Specifically, there was:

  - Increased contact with parents through the IEP process

  - Improvements in the training of instructional staff, although staff recruitment remains a significant problem for many facilities

  - Improved monitoring of individual development and educational progress

- However, fewer schools (although still between 50 and 70 percent) reported improvements in other areas, such as:

  - The availability of appropriate alternative placements for students leaving the facility

  - Opportunities for day students to interact with nonhandicapped peers

Residential Schools

- The total population of residential students in facilities surveyed in both 1979 and 1988 decreased by 24 percent overall, with private facilities showing an increase of about 18 percent and public facilities a large (40 percent) decrease. Substantial decreases were seen in the numbers and proportion of students with mental retardation in the resurveyed residential schools, while equally substantial increases were reported in schools serving students with emotional disturbance. Students with hearing impairments also decreased in residential facilities surveyed in both 1979 and 1988.

- Factors associated with differences between day and residential facilities in the change in numbers of students served include the impact of the deinstitutionalization movement on residential facilities for persons with mental retardation, demographic changes (such as the aging of the rubella cohort from schools for sensory-impaired students), and apparent increases in the need for residential treatment programs for students with emotional and behavioral problems.

- Among all residential facilities open since 1976, the total student population decreased by about 4 percent. While there was virtually no change in the number of students birth through age 5, the population ages 6 through 17 years declined by 9 percent, with an equal increase in students ages 18 through 21. Residential facilities that were particularly likely to shift from serving school-age children and youth to serving young adults were the schools primarily serving students with mental retardation.

- Most students in private residential facilities were served in facilities with 76 to 300 students in both 1979 and 1988. Among public residential facilities, the proportion of students in facilities with 76 or more students dropped from 95 percent in 1979 to 83 percent in 1988.

- Three-quarters of residential schools open since 1976 reported that, on average, students were more severely impaired now than at the earlier period, and only about 5 percent reported less impairment on average. Publicly operated residential schools, particularly those for students with mental retardation, were more likely to report a greater severity of impairment than were private facilities.

- There was little change in the staff-to-student ratios among facilities surveyed in both 1979 and 1988. Among all residential facilities open since 1976, there was an increase of about one instructional staff member per 12 students. Increases were particularly notable in residential schools for students with mental retardation or with multiple handicaps.

- Administrators of residential schools open since 1976 generally perceived improvements since that time in key areas specified by P.L. 94-142, including:

  - Contact with parents

  - The training of instructional staff

  - Individualized education program planning

- Comparable to reports from day schools, administrators of residential facilities saw less improvement in other areas of student life, including:
    - Interaction with nonhandicapped peers
    - The availability of appropriate next placements

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# THE STUDY OF PROGRAMS OF INSTRUCTION FOR HANDICAPPED CHILDREN AND YOUTH IN DAY AND RESIDENTIAL FACILITIES

## VOLUME II:
## CURRENT STATUS AND CHANGES IN SEPARATE FACILITIES FOR STUDENTS WITH HANDICAPS

## PART ONE: DESIGN AND OVERVIEW

# I. BACKGROUND AND METHODOLOGY FOR THE SURVEY OF SEPARATE FACILITIES

Congress included under Section 618(f)(2)(E) of the Education of the Handicapped Act (EHA) Amendments of 1983 and 1986, a mandate requiring the U.S. Department of Education to collect information on special education programs for children and youth with handicaps in separate facilities. The mandate called for: "an analysis and evaluation of the effectiveness of procedures undertaken by each State education agency, local education agency, and intermediate educational unit to improve programs of instruction for handicapped children and youth in day or residential facilities" (Section 618(f)(2)(E) of P.L. 98-199). The Office of Special Education Programs contracted with Mathematica Policy Research, Inc. to conduct the Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities in response to this mandate.

There were four specific research goals of the Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities:

- To provide nationally representative estimates of the current status of education afforded to handicapped children and youth in separate facilities
- To describe changes in the population and services of separate facilities since the passage of P.L. 94-142
- To describe procedures used by State educational agencies (SEAs) to improve the instructional programs at separate day and residential facilities
- To describe the influence of State procedures on changes in facility practice, as well as the influence of other factors such as the procedures of local and intermediate education agencies.

Within the Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities, the Survey of Separate Facilities was designed to provide information that responds to the mandate by gathering quantitative data on the current status and recent changes in characteristics of students and educational programs from a nationally representative sample of facilities operated exclusively or primarily for students with handicaps (referred to in this report as separate facilities). Volume II of the final report reports the results of analyses of the data gathered in this survey. The remainder of this introductory chapter, along with the technical appendices, provides the reader with information on the design, implementation, and results of the survey. In particular, this chapter is designed to highlight both the strengths and limitations of the data so that it can be interpreted and used appropriately.

## A. ROLE OF THE SURVEY OF SEPARATE FACILITIES

The Survey of Separate Facilities provides the first comprehensive national data set on separate educational facilities for children and youth with handicapping conditions. It was designed to gather detailed information in a broad range of policy-relevant areas, including administrative characteristics (e.g., size, ownership, costs, funding sources), staff characteristics (e.g., number of staff members, professional training of staff, hours of specialized services provided); characteristics of students (e.g., numbers of students by category and severity of primary and secondary handicapping conditions, age, sex, race), and educational programs (e.g., the types of instructional, therapeutic, recreational, and other services and experiences provided by the facilities. In addition to its ability to describe the current status of separate educational facilities with respect to student population, staff, programs, and administration, the Survey of Separate Facilities provides longitudinal data examining changes at separate facilities in the years since the implementation of the Education for All Handicapped Children Act of 1975. Longitudinal analyses include comparing current facility data with data gathered in the 1978-1979 Office of Civil Rights (OCR) Survey of Special Purpose Facilities, as well as analyzing retrospective reports by staff at facilities participating in the survey. In addition, this survey provides reliable baseline data for future longitudinal assessments of changes in separate facilities on a wide range of policy-relevant student, program, and administrative characteristics.

While the survey data cannot directly assess the effectiveness of government efforts in improving education in separate facilities, it does provide indicators of the effects of evolving national policy on educating children and youth with handicaps. First, the survey provides the first set of comprehensive and detailed statistics on separate facilities. It permits description, for all such facilities and for subgroups defined by students' handicapping conditions, of a range of issues that are of interest to Congress, as reflected in the 1975 EHA and in its 1983 and 1986 reauthorizations. Second, the survey contributes to the examination of educational policy by permitting estimation of changes occurring in separate facilities since the passage of EHA in such areas as educational programs and related services offered, staff characteristics, and nature and size of the student population.

## B. CONTENTS OF SURVEY INSTRUMENTS

The core instruments used in the facility survey included: (1) a telephone "screening interview" with a facility administrator; (2) a "main questionnaire," with separate versions for residential facilities and day programs; and (3) "population modules," administered at the same time as the main questionnaire, to gather specific information on the primary and secondary disabilities of students in the facilities.

The following are definitions of several key terms provided to respondents in the instruments:

- Separate facility was defined as a residential or day facility exclusively serving handicapped persons in buildings physically separate from programs for non-handicapped age peers. Eligible separate facilities may be operated by the State education agency, other State agencies, local education agencies, county or regional agencies, or private organizations. The special education services at these facilities may be provided by the operating agency or by another agency. However, correctional facilities and those with average lengths of stay of less than 30 days were excluded from this study.
- A residential school was defined as a separate facility at which at least some handicapped persons reside and at which at least some students age 0 to 22 receive educational services on the grounds of the facility during the usual school day.
- A day school was defined as a separate facility at which no handicapped persons reside and at which students age 0 to 22 receive educational services during the usual school day.
- Primary disability was defined as the single type of disability or handicap that most directly or most seriously affects the functioning and developmental potential of the student.
- Secondary disability was defined as conditions serious enough that in the absence of the primary disability, the individual would still be considered handicapped on the basis of the secondary disability. If an individual had more than one secondary disability, the facility respondent was asked to

> provide information on the one considered to result in the greatest impairment to the student's academic, social, or vocational development.

The specific definitions of the various primary and secondary conditions used in the survey are presented in Technical Appendix II.A and the full text of all survey instruments is contained in Volume IV of this report.

### 1. Screening Interview

The screening interview served two purposes. First it ensured that each sampled facility met the eligibility criteria for the study. Second, it obtained basic facility data, including the total number of children and adults served, the types of primary handicapping conditions among students, and the nature of the program (i.e., day or residential and public or private). In addition to eliminating ineligible facilities, the screening interview permitted distinct but congruent instruments to be used for residential schools and for day schools, and it permitted the development of detailed "population modules" that could be selectively provided to individual facilities based on the specific categories of handicapping conditions served. Information collected during the screening interview also permitted analysis of differences between responding and nonresponding facilities (see Technical Appendix II.C).

### 2. Main Questionnaire

The main questionnaire was intended to gather comprehensive information on individual day and residential schools for children and youth with disabilities. Separate but congruent instruments were developed for day schools and residential schools. Six general areas were covered in the main questionnaire. These included the following:

- Administrative characteristics of the facility (e.g., the facility's length of operation, its residential/educational calendar year, licensure and accreditation, catchment area served, funding sources, operating budget, tuition and/or fees, and per student costs);
- Instructional and other services (e.g., educational and/or vocational services provided to students on and off campus, the nature and intensity of staffing, non-instructional activities, and nature and frequency of program planning and assessment);
- Movement of students (e.g., new admissions, readmissions, releases, and deaths, entrance/release requirements of facilities, average length of enrollment, previous placements of entering students, subsequent placements of exiting students, and number of current openings, and rate of referrals);
- Staff composition (e.g., numbers, qualifications, job roles, training, and stability of staff, hours of service provided by specific types of professional and paraprofessional staff);
- Changes since the enactment of Public Law 94-142 (e.g., changes in numbers of students, severity of disability among students, average age of students, student to staff ratios); and
- Other services, activities, and problems (e.g., services provided to exiting students and problems facing facilities in the areas of staffing, interagency cooperation, funding, integration of students with nonhandicapped peers, and student transitions).

### 3. Population Modules

The population modules were designed to gather detailed information on the nature and severity of primary handicapped conditions, specific secondary handicapping conditions, age, sex, and race of residents and/or day students at each separate facility. Each facility received specific modules corresponding to primary handicapping conditions of the students they serve as identified in the screening interview. The modules covered each of the general categories of handicapping conditions recognized by the Department of Education, that is, mental retardation, learning disabilities, speech or language impairments, emotional disturbance or behavior disorders, hearing impairment (including deaf and deaf-blind), orthopedic (physical) impairment, health impairment (including autism), visual impairment (including deaf-blind), multiple handicaps, and non-categorical or other impairments, and gathered detailed statistics on specific primary and secondary conditions and/or levels of functioning within each category.[1] Because of expected overlaps in definitions and categorization, the modules for learning disability and speech/language disabilities were combined.

### 4. Design for Comparison With OCR

A final set of data elements used in this study were those specific items on the main questionnaire and population modules with analogs in the 1978-1979 Office of Civil Rights Survey of Special Purpose Facilities for the Education of the Handicapped. Although the OCR study appeared to underidentify eligible facilities[2], longitudinal analysis of facilities participating in both that survey and the Survey of Separate Facilities permits examination of changes in a specific subset of day and residential schools over nearly a ten-year period. Specific data elements of the OCR study that were also obtained in the present study for longitudinal analysis include the total number of residential school students, the total number of day school students, the types of primary disabilities of students, the age and ethnicity of student populations, ratios of students to instructional staff, facility occupancy rates, and types of specific programs and services offered.

---

[1] In order to provide sufficient detail to assist facilities in reporting accurately and to standardize reports by facilities across the States, the definitions of primary and secondary handicapping conditions differed somewhat from those provided by the U.S. Department of Education.

[2] While the OCR study was intended to be a census of State-operated and supported separate facilities, the difference between the number of students reported in that study (approximately 162,500) and the number reported by the States for the same period (approximately 230,300) indicates that the OCR study did not fully cover the universe of separate facilities.

### 5. Design of Short-Form Telephone Interview

In order to obtain data from the maximum number of facilities, an abbreviated version of the main questionnaire and population modules was developed to be administered by telephone. This version of the instruments eliminated detailed questions requiring use of facility records, such as the distribution of students across various combinations of specific primary and secondary diagnoses or conditions to bring the interview time to thirty to forty-five minutes on average. (A comparison of items included on the mail and telephone versions of the instruments is included in Technical Appendix II.C, Table C.3.)

All facilities, regardless of whether they responded by mail or by telephone, were asked to provide information on the total number of students, the types of educational programs provided to students both on- and off-campus, operating budget and per student costs, average length of stay, administrative problems facing the facility, changes in student and facility characteristics since 1976, and a number of other important data items. Other items, such as parental residence, non-instructional activities, frequency of staff and facility evaluations, detailed data on new admissions and releases, and changes in the number of students and staff since 1976, were asked only on the longer mail questionnaire.

## C. SAMPLE DESIGN

The separate day and residential facilities for students with handicaps included in this study were selected from a sample frame compiled from a large number of sources, including published directories, lists from advocacy groups and other research projects, commercially available lists of schools, and lists maintained by State departments of education. The sample frame was designed to include, to the extent possible, all facilities exclusively or primarily serving handicapped persons. The frame contained almost 10,000 facilities. From this frame, a sample of 6,451 were selected.

Preliminary to selecting the sample of separate facilities the sample frame was divided into three main strata based on what was known about the handicap conditions of the children served: (1) facilities believed to serve children who all had the same primary handicapping condition, (2) facilities believed to serve children from more than one primary handicap group, and (3) facilities about which there was no available information on the handicaps of the children served.

Second, within each stratum, the facilities were divided in the following size categories, based on the total number of children served:

- 1 to 15
- 16 to 25
- 26 to 50
- 51 to 75
- 76 to 100

- 101 to 150
- 151 to 250
- 251 to 500
- 501 or more
- Unknown

The sample for the Survey of Separate Facilities was designed to meet the broad goals of providing descriptive data to aid a Congressionally mandated evaluation of education agency procedures, and forming the basis for future studies. More specific objectives include providing precise estimates for subgroups defined by handicapping condition, and to produce estimates for other subsets of facilities, such as those also surveyed in the 1978-1979 OCR Survey of Special Purpose Facilities. The basic sampling strategy to meeting these objectives had the following characteristics:

- A large overall sample, with many facilities selected with certainty
- Oversampling of facilities serving low-incidence handicapping conditions
- Selection of facilities with a probability proportional to size, weighting the facilities in accordance with the number of students served, to produce statements regarding the nature and quantity of services received by these students.

The complex sampling scheme required the use of sample weights during analysis because different sampling rates were used, and because response rates varied, across cells. The sample weight is the product of

- Sampling weight
- Non-response adjustment
- Duplication adjustment

The sampling weight is the inverse of the selection rate; this component of the weight adjusts for differing chances of selection. It was computed by taking, in each cell, the ratio of the total number of facilities on the frame to the total number selected. The non-response adjustment was computed by taking, for each cell, the ratio of the number of eligible facilities to the number of responding facilities. The duplication adjustment is needed because not all duplicates could be eliminated before sampling (for example, facilities may have appeared on the frame under two different names) and because the change of duplication varied by cell. The number of duplicates on the frame was estimated on a cell by cell basis.

These weights were computed for those facilities that responded to either version of the questionnaire (mail or telephone). Using the weights, estimates based on the survey data were projected to the national population of separate facilities and their students. Since a significant portion of the analysis was done with data available only from the subsample of facilities responding to the mail questionnaire, as discussed below, an additional weight was applied to these data. This additional weight adjusted the estimates based on the subset of facilities responding to the mail questionnaire to the national population of separate facilities and students.

## D. SURVEY RESULTS

Table I.1 summarizes the results of the survey effort. The sample included 556 cases fielded during the pilot survey conducted in the fall of 1987 as well as 5,895 cases fielded during the full survey in the fall and winter of 1988-1989. A total of 5,928 facilities completed the screening

## TABLE I.1

## RESULTS OF SURVEY OF SEPARATE FACILITIES

| | Number | Percent of Total |
|---|---|---|
| Entries on Sample Frame | 9,987 | 100% |
| Sample Selected for Survey | | |
| Pilot | 556 | 9 |
| Full Survey | 5,895 | 91 |
| Total | 6,451 | 100% |
| Responded to Screening Interview | | |
| Eligible | 2,580 | 40 |
| Not Eligible | 3,348 | 52 |
| Refused or Not Interviewed | 378 | 6 |
| Duplicate, Case Study Facilities | 145 | 2 |
| Total | 6,451 | 100% |
| Responded to Questionnaire | | |
| Completed by Mail | 872 | 34 |
| Completed by Telephone | 1,069 | 41 |
| Did Not Respond | 639 | 25 |
| Total | 2,580 | 100% |

interview, out of 6,451 in the sample, with an overall completion rate (for both eligible and ineligible facilities) of 92 percent. Eliminating certain facilities from the base (duplicates and facilities selected for intensive case study, primarily), the screening response rate was 94 percent overall. A large portion of the sample, 60 percent, was screened as ineligible for a variety of reasons, but very few (6 percent) refused or were unable to be interviewed. The high ineligibility rate was due primarily to the large numbers of administrative offices, programs not providing special education services, and facilities serving both handicapped and nonhandicapped students which appeared on the frame.

A total of 1,941 facilities of the 2,580 screened as eligible provided data on either the mail questionnaire or the telephone interview, for an overall response rate of 75 percent. Use of the short-form telephone interview was successful in obtaining valuable information from facilities that had been contacted (by mail and telephone) several times about completing the mail questionnaire but had not responded to those requests. The overall distribution of mail versus telephone completes was 872 to 1,069, a 1:1.2 ratio.

Weights applied during analysis take into account non-response; the responses to items answered only by facilities responding to the mail questionnaire were also weighted to represent the full sample. These weights make the assumption that nonresponding facilities are similar to responding facilities. Comparisons of screening data indicated that generally there were few large or statistically significant differences between eligible facilities who did or did not complete either the mail or telephone questionnaire.

However, larger facilities were less likely than those serving fewer numbers of students to respond to the survey. The same patterns were found when comparisons were made between mail and telephone responders. However, in the absence of external information on the universe, it is not possible to statistically evaluate or correct for nonsampling errors (for example, the effects of nonresponse).

## E. ANALYSIS OF FACILITY SURVEY DATA

A large number and wide variety of data elements are available from the facility survey, and no single report can contain all the possible analyses, not even all those that might be judged as interesting or important. The organization and presentation of data in this report reflects several basic considerations, discussed briefly below.

### 1. Analysis Goals and Unit of Analysis

Generally speaking, the purpose of this study was to describe the national status of educational services provided to students with handicaps in separate facilities. Therefore, the analyses presented are descriptive, providing estimations of total populations, proportions, and average values.

The focus of the descriptive analyses in this report is on students served by separate facilities rather than on the facilities themselves. As appropriate, survey results are generally presented in terms of the distributions of students.

### 2. Subcategories to be Used in Analysis

The categorizations used in the analysis reflect characteristics that are by definition associated with differences in programs (e.g., residential versus day facilities), and characteristics that may be hypothesized to be associated with differences in programs (e.g., public versus private residential schools). In most analyses, the primary handicapping condition of students served by the facility is also treated as an important variable in the analyses, under the assumption that these categories are associated with differences in programs and services.

### 3. Presentation of Estimates of Change

Three methods are used in this report to examine changes in the populations and programs of separate residential and day facilities for students with handicaps. The first of these is retrospective reports from facilities that had been open since 1976. Facilities reported change with respect to a set of generally quantifiable variables (e.g., number of students, student-to-teacher ratios). Such reporting is prone to errors of recall or of ignorance. Respondents were asked to report data that in most instances could be quantified from facility records, but records may not always have been consulted. The retrospective reports are, therefore, used only to report general population shifts among types and sizes of facilities serving the different disability groups.

The second source of longitudinal data, the 1978-1979 OCR study, was designed to survey State-operated or supported special purpose facilities. However, it did not include the full range of separate facilities. Therefore, assessment of change in separate facilities using the 1978-1979 OCR study and the present study is limited to examining change in those specific facilities participating in both studies. Observed changes in these facilities cannot be assumed to generalize to the majority of current programs that were not in the OCR study.

A final indicator of changing patterns of utilization of separate facilities was obtained from the population movement statistics provided by facilities during a one year period prior to the present survey. One year "movement" summaries, when aggregated across large samples of facilities, are usually quite sensitive to changing utilization patterns over longer periods of time. However, record keeping practices of some schools, as well as the difficulties of reporting student movement among some types of schools with high pupil turnover or specialized functions (e.g., diagnostic, evaluation and short-term treatment facilities) affect long-term population projections based on one year movement statistics.

### 4. Analysis of Attitudinal Measures

This survey contains a number of items which are qualitative or attitudinal measures. These measures either do not have a quantifiable referent (e.g., numbers of students) or they request judgments on topics for which an empirical base may be influenced by attitudes and expectations of respondents. Extensive efforts were undertaken during questionnaire development (through review by an expert advisory committee and in field-test and "feedback" sessions) to remove items that have no empirical referent or that might be perceived to call for particular types or directions of "correct" responses and to make the included items unambiguous and objective as possible.

## F. INTERPRETATION OF SAMPLE ESTIMATES

All estimates from a sample survey are subject to sampling and nonsampling error. Sampling error is due to the fact that a sample of facilities was selected to be surveyed, rather than attempting to obtain information from all facilities in the universe. In previous sections, several potential sources of nonsampling error in the Survey of Separate Facilities have been noted, including an unknown degree of undercoverage in the sample frame from which the sample was drawn, response errors associated with imperfect information or understanding of the intent of questions on the part of facility respondents, and potential biases due to unwillingness or inability of certain facilities, particularly larger facilities, to participate in the survey. Unfortunately, as is generally the case, while it is possible to estimate the degree to which estimates of facility and student characteristics based on the survey may be affected by sampling error, the effects of nonsampling error cannot be quantified.

As reported in Appendix B, standard errors for three types of estimates were calculated for samples of variables--estimates of the numbers of facilities or students, estimates of proportions or percentages, and estimates of mean values. Based on calculations of standard errors for selected estimates, tables were developed to permit standard errors and confidence intervals to be estimated based upon weighted sample sizes[3]. Standard errors were calculated only for a subset of estimates presented in this report. These tables are presented in Appendix B.

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[3] Sample sizes in those tables are presented in terms of weighted number of cases. For proportions and means, the sample size categories are for the weighted number of facilities from which the estimate was derived.

The estimates presented in the tables in Volume II have been reviewed and an asterisk used to indicate cells with insufficient numbers of cases for statistically reliable estimates. (As noted earlier, small cell sizes may be due to inability to identify certain types of facilities, particularly those serving low incidence handicapping conditions, and to nonresponse on the part of sampled facilities.) As with any analyses with large numbers of relatively small subgroups, caution should be exercised in interpreting any statistic based on small numbers of cases. Tables in Appendix C provide information on the total number of responding facilities distributed across the key variables of interest for this study (day versus residential program, primary disability served, and type of public or private operator). In addition, notes to the tables presented in this report indicate the unweighted number of facilities or students on which estimates in each table are based.

## G. ORGANIZATION OF THE REPORT

The remainder of this report of results from the Survey of Separate Facilities is organized into two major sections, each of which in turn examines a range of topical areas. Part Two presents statistics on the current (1988) status of separate facilities for children and youth with disabilities, including their programs and populations. Within Part Two, there are separate chapters on the estimated numbers of separate facilities and students, student characteristics, administrative characteristics and staffing, characteristics of the educational program and other student services and activities, and information in the net movement of students during 1987.

Part Three presents statistics on changes in separate facilities over the past decade. Within Part Three, separate chapters present information from (1) changes in the characteristics of facilities previously surveyed in the 1978-1979 Office of Civil Rights Survey of Special Purpose Facilities, and (2) retrospective reports of changes by facilities that were operating in 1976.

# THE STUDY OF PROGRAMS OF INSTRUCTION FOR HANDICAPPED CHILDREN AND YOUTH IN DAY AND RESIDENTIAL FACILITIES

## VOLUME II:
## CURRENT STATUS AND CHANGES IN SEPARATE FACILITIES FOR STUDENTS WITH HANDICAPS

## PART TWO: CURRENT STATUS OF SEPARATE FACILITIES

# I. NUMBER OF FACILITIES AND STUDENTS

This chapter presents national estimates of the number of separate educational facilities and the total numbers of students in those facilities, derived from the Survey of Separate Facilities. These estimates are presented in Tables I.1 through I.12. Data are presented according to the primary disability served by day and residential schools (specifically, the category of handicapping condition in which the highest proportion of students were reported) and/or the type of agency operating the facility. Separate breakdowns are provided for day schools and for residential schools.

## A. TOTAL ESTIMATED NUMBERS OF SEPARATE FACILITIES AND STUDENTS

Table I.1 presents the estimated number of separate facilities with either day or residential programs, distributed across specific public and private operators and across categories defined by the primary disability served by the facility (that is, the handicapping condition of the majority of students at the facility at the time of the survey). There were estimated to be 3,889 separate facilities in operation in the United States during 1988, about equally divided between those operated by public agencies (1,977) and private organizations (1,911). The single largest group of separate facilities defined by the primary disability served was facilities for students with mental retardation (a total of 1,383), followed closely by facilities for emotionally disturbed students (1,253 facilities). As expected, the number of separate facilities primarily serving students with handicapping conditions found relatively infrequently (for example, having

Table I.1

Estimated Number and Distribution of Separate Schools by Primary Disability Served by Facility and Operating Agency

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | - | 23 | 35 | * | 26 | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 109 |
| Local Education Agency | 67 | 237 | 222 | 224 | * | 0 | 43 | * | * | * | 160 | 0 | 21 | 1,004 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | * | 121 | 139 | 78 | * | * | * | 0 | * | 21 | 42 | 0 | 23 | 466 |
| Other Public Agency | * | * | 160 | 115 | * | * | 45 | * | * | * | 28 | 0 | * | 399 |
| Total public | 59 | 395 | 554 | 424 | 68 | 22 | 100 | * | 23 | 44 | 235 | 0 | 65 | 1,977 |
| PRIVATE | | | | | | | | | | | | | | |
| Private For-profit Corporation | 24 | * | 40 | 121 | 0 | * | 0 | 0 | * | * | * | 0 | 0 | 211 |
| Religious Organization | * | * | * | 38 | * | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 82 |
| Other Private Not-for-profit Organization | 155 | 188 | 173 | 667 | 27 | * | 71 | * | 37 | 44 | 173 | * | 48 | 1,605 |
| Total private | 193 | 208 | 226 | 829 | 31 | * | 71 | * | 39 | 46 | 197 | * | 50 | 1,911 |
| TOTAL NUMBER OF SEPARATE SCHOOLS | 252 | 602 | 781 | 1,253 | 98 | 33 | 171 | 19 | 62 | 90 | 432 | * | 95 | 3,889 |

Notes.

The primary disability served by a facility was the handicapping condition listed as the primary diagnosis for the largest number of students served by that facility. Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served children with learning disabilities or emotional disturbance; otherwise as "severe/profound." Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind." Entries may not sum to totals due to rounding weighted data.

*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

visual impairments, having chronic health conditions other than autism, or being deaf-blind) was small.

Table I.2 presents the estimated number of students in separate day and residential facilities distributed across the same categories as in Table I.1. Here, the total estimated number of students (324,051) is not as evenly distributed between public and private facilities. Overall, public separate facilities were serving an estimated 196,357 students while privately operated facilities were serving 127,694 students, indicating differences in average enrollment (see Section E later in this chapter). However, as with the distribution of facilities themselves, the bulk of students were in facilities primarily serving either mentally retarded or emotionally disturbed students (113,615 and 96,684 students, respectively).

Table I.3 presents estimates of the number of students served in separate facilities by the primary handicapping condition of the students themselves. Most students with conditions occurring with relatively greater prevalence (such as learning disabilities, mental retardation, emotional disturbance, hearing impairments, or orthopedic or physical impairments) were apparently served in facilities where most students have the same conditions, while students with lower prevalence conditions such as health impairments, autism, and deaf-blind are less likely to have the same disability as the majority of the other students at the facility.[1]

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[1] This was confirmed by separate (unreported) analyses in which 80 to 90 percent of students in separate facilities (day and residential facility estimates, respectively) were estimated to be enrolled in facilities where the majority of students had the same disability.

Table 1.2

Estimated Number and Distribution of Separate School Students by Primary Disability Served by Facility and Operating Agency
(Number of Students Age 0-21)

| Operating Agency | Primary Disability Served by the Facility<br>Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non, Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | 0 | * | 4,218 | 1,363 | 4,040 | 1,068 | 0 | 0 | 0 | 0 | * | 0 | 0 | 11,659 |
| Local Education Agency | 7,071 | 26,048 | 23,183 | 19,537 | 1,394 | 0 | 4,064 | * | 884 | 1,900 | 18,257 | 0 | 1,819 | 105,547 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 1,772 | 14,782 | 12,494 | 7,309 | 1,141 | * | 829 | 0 | 1,073 | 2,078 | 3,823 | 0 | 1,729 | 47,391 |
| Other Public Agency | * | 820 | 8,364 | 12,207 | 3,565 | 837 | 2,883 | * | 0 | * | 1,565 | 0 | * | 31,760 |
| Total public | 8,953 | 42,354 | 48,259 | 40,415 | 10,139 | 2,267 | 8,377 | 1,295 | 2,097 | 4,229 | 23,911 | 0 | 4,061 | 196,357 |
| PRIVATE | | | | | | | | | | | | | | |
| Individual, Partnership, Family Operated | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | * | 1,030 |
| Private For-profit Corporation | 1,567 | * | 1,387 | 12,632 | 0 | * | 0 | 0 | * | * | 1,076 | 0 | 0 | 17,242 |
| Religious Organization | 828 | 1,333 | 808 | 2,374 | * | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 5,875 |
| Other Private Not-for-profit Organization | 13,032 | 12,223 | 6,885 | 41,008 | 3,729 | * | 4,452 | * | 1,475 | 3,021 | 11,589 | * | 4,755 | 103,547 |
| Total private | 15,644 | 13,783 | 9,220 | 56,269 | 4,189 | * | 4,452 | * | 1,610 | 3,217 | 13,064 | * | 4,844 | 127,694 |
| TOTAL NUMBER OF SEPARATE SCHOOL STUDENTS | 24,597 | 56,137 | 57,478 | 96,684 | 14,330 | 3,044 | 12,829 | 1,916 | 3,706 | 7,446 | 36,976 | * | 8,905 | 324,051 |

Notes.
The primary disability served by a facility was the handicapping condition listed as the primary diagnosis for the largest number of students served by that facility. Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served children with learning disabilities or emotional disturbance; otherwise as "severe/profound." Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind." Entries may not sum to totals due to rounding weighted data.
*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Table I.3

Distribution of Separate School Students by Primary Disability of Students and Operating Agency
(Number of Students Age 0-21)

| | Primary Disability of Student | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | * | * | 4,149 | 1,045 | 3,536 | 1,094 | * | * | * | * | * | * | * | 11,659 |
| Local Education Agency | 5,491 | 22,838 | 23,715 | 19,915 | 1,892 | * | 5,211 | 1,315 | 2,674 | 1,865 | 18,568 | * | 1,513 | 105,547 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 2,096 | 12,243 | 12,107 | 7,639 | 1,323 | * | 1,268 | * | 1,372 | 1,676 | 5,381 | * | 1,270 | 47,391 |
| Other Public Agency | * | 1,285 | 7,992 | 11,657 | 3,419 | 954 | 1,473 | * | * | 1,315 | 1,960 | * | * | 31,760 |
| Total public | 7,945 | 37,020 | 47,964 | 40,257 | 10,170 | 3,015 | 8,042 | 2,344 | 4,528 | 4,865 | 26,608 | * | 3,329 | 196,357 |
| PRIVATE | | | | | | | | | | | | | | |
| Individual, Partnership, Family Operated | * | * | * | * | 0 | 0 | 0 | * | 0 | 0 | * | 0 | * | 1,030 |
| Private For-profit Corporation | 1,605 | * | 1,393 | 12,131 | * | * | * | * | * | * | 1,229 | * | 0 | 17,242 |
| Religious Organization | 967 | 1,097 | 846 | 2,155 | * | * | 0 | * | * | * | * | * | * | 5,875 |
| Other Private Not-for-profit Organization | 13,054 | 9,701 | 7,989 | 38,668 | 4,080 | 889 | 5,348 | 1,485 | 3,275 | 3,402 | 11,216 | * | 4,398 | 103,547 |
| Total private | 15,862 | 10,975 | 10,368 | 53,205 | 4,565 | 914 | 5,472 | 1,539 | 3,630 | 3,688 | 12,889 | * | 4,537 | 127,694 |
| TOTAL NUMBER OF SEPARATE SCHOOL STUDENTS | 23,809 | 47,995 | 58,332 | 93,462 | 14,735 | 3,929 | 13,514 | 3,884 | 8,158 | 8,551 | 39,497 | * | 7,866 | 324,051 |

Notes.
Columns and rows may not sum to totals due to rounding weighted data.
Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served students with learning disabilities or emotional disturbance; otherwise they were classified as "severe/profound." Students who were both deaf and blind were considered to have these as their primary diagnoses even if listed on the "multiple handicap" report form that did not differentiate primary from secondary diagnosis. Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind."
"Autism" includes diagnoses of autism or of "pervasive developmental disorder" within the general diagnostic category of emotional disturbance. Entries may not sum to totals due to rounding weighted data.
*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Throughout this report, estimates are provided for day and residential facilities separately and the remainder of this chapter provides detailed statistics and discussion of the numbers of facilities and students for each type of program--day or residential.

## B. NUMBER AND DISTRIBUTION OF SEPARATE SCHOOLS

### 1. Day Facilities

As indicated in Table I.4 the facility survey yielded an estimate of 2,639 separate day schools serving students (0 through 21 years) with handicaps. The majority of schools were publicly operated (59 percent); most of these by local education agencies (60 percent of public day schools, 35 percent of all day schools). About 17 percent of all schools and 28 percent of public schools were operated by Intermediate Education Units, regional educational agencies or other consortia of public schools. Programs operated by State education agencies (55) and other public agencies (124) together comprised only 7 percent of the separate day schools.

While overall most separate day facilities were publicly operated, the single most numerous category of all day schools were ones operated by private nonprofit organizations. These made up 37 percent of all day schools and 88 percent of all private day schools. Proprietary facilities with individual, partnership or corporate for profit operation made up only 8 percent of the private day schools and 3 percent of all separate day schools.

The primary populations served by most separate day schools were students with mental retardation (39 percent), emotional disturbance (23 percent), or multiple handicaps (13 percent). Three-quarters of all separate day schools had one of these three populations as the primary disability group served.

Table I.4

Estimated Number and Distribution of Separate Day Schools by Primary Disability Served by Facility and Operating Agency

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | 0 | 22 | 28 | 0 | * | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 55 |
| Local Education Agency | 47 | 219 | 203 | 195 | * | 0 | 39 | * | * | * | 156 | 0 | 21 | 928 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | * | 121 | 125 | 72 | * | 0 | * | 0 | * | 21 | 42 | 0 | 23 | 441 |
| Other Public Agency | * | * | 25 | 36 | * | 0 | 43 | * | 0 | * | * | 0 | * | 124 |
| Total public | 59 | 369 | 380 | 300 | 23 | 0 | 94 | * | * | 44 | 206 | 0 | 65 | 1,548 |
| PRIVATE | | | | | | | | | | | | | | |
| Private For-profit Corporation | 22 | * | * | 38 | 0 | * | 0 | 0 | * | * | * | 0 | 0 | 77 |
| Religious Organization | * | * | * | * | 0 | 0 | 0 | 0 | 0 | * | * | 0 | 0 | 38 |
| Other Private Not-for-profit Organization | 127 | 135 | 123 | 265 | * | * | 62 | * | 27 | 39 | 119 | 0 | 43 | 964 |
| Total private | 163 | 147 | 130 | 314 | * | * | 62 | * | 29 | 41 | 135 | 0 | 45 | 1,091 |
| TOTAL NUMBER OF DAY SCHOOLS | 222 | 516 | 510 | 614 | 35 | * | 156 | * | 68 | 85 | 341 | 0 | 90 | 2,639 |

Notes.

The primary disability served by a facility was the handicapping condition listed as the primary diagnosis for the largest number of students served by that facility. Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served children with learning disabilities or emotional disturbance; otherwise as "severe/profound." Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind." Entries may not sum to totals due to rounding weighted data.

*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

## 2. Residential Facilities

As shown in Table I.5, the facility survey yielded an estimated 1,250 separate residential schools serving students (0 through 21 years) with handicaps. It was estimated that about two-thirds (66 percent) of residential schools were privately operated. Just over three quarters (78 percent) of private residential schools and half (51 percent) of all residential schools were operated by non-religious, not for profit organizations. Most (64 percent) of the publicly operated residential schools were operated by public agencies other than State, local or other education agencies. Residential schools operated by noneducational public agencies made up an estimated 22 percent of residential schools nationwide.

About half of all separate residential schools primarily served children and youth with emotional disturbance. These schools made up about 63 percent of private residential schools. Among publicly operated residential schools, schools for students with mental retardation were most numerous (47 percent of public residential schools and 16 percent of all residential schools). A substantial majority (71 percent) of these public residential schools were operated by the State mental retardation/developmental disabilities agencies, with educational programs provided within State residential institutions. Other types of residential schools which were usually operated by public agencies included those for students with visual impairments (88 percent of an estimated 25 residential schools) and hearing impairments (71 percent of an estimated 63 residential schools).

Table I.5

Estimated Number and Distribution of Separate Residential Schools by Primary Disability Served by Facility and Operating Agency

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non-Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | 0 | * | * | * | 23 | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 54 |
| Local Education Agency | 0 | * | * | 29 | * | 0 | * | 0 | 0 | 0 | * | 0 | 0 | 76 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 0 | 0 | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Other Public Agency | 0 | * | 135 | 81 | * | * | * | 0 | * | 0 | 23 | 0 | 0 | 275 |
| Total public | 0 | 26 | 174 | 124 | 45 | 22 | * | 0 | * | 0 | 29 | 0 | 0 | 429 |
| PRIVATE | | | | | | | | | | | | | | |
| Private For-profit Corporation | * | * | 19 | 83 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 134 |
| Religious Organization | 0 | * | * | 30 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| Other Private Not-for-profit Organization | 28 | 53 | 50 | 402 | * | * | * | * | * | * | 54 | * | * | 641 |
| Total private | 30 | 61 | 96 | 515 | * | * | * | * | * | * | 62 | * | * | 820 |
| TOTAL NUMBER OF RESIDENTIAL SCHOOLS | 30 | 86 | 271 | 639 | 63 | 25 | * | * | * | * | 91 | * | * | 1,250 |

Notes.
The primary disability served by a facility was the handicapping condition listed as the primary diagnosis for the largest number of students served by that facility. Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served children with learning disabilities or emotional disturbance; otherwise as "severe/profound." Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind." Entries may not sum to totals due to rounding weighted data.
*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

## C. NUMBER OF STUDENTS IN SEPARATE SCHOOLS

### 1. Day Facilities

Table I.6 presents estimates of the numbers of total students (0 through 21 years) with handicaps in separate day schools by the primary disability served and by facility operator. Of the total estimated 324,051 attending separate facilities for students with handicaps, an estimated total of 228,716 children and youth attended separate day schools. The day schools primarily serving students with mental retardation had the largest total number of students. An estimated 95,650 students were in 1,026 day schools primarily serving students with mental retardation (about 42 percent of all day school students), with the total fairly evenly divided among schools in which students generally had mild/moderate or severe/profound mental retardation (50,803 and 44,847, respectively). The 614 day schools primarily serving students with emotional disturbance were estimated to have 44,345 students (19 percent of all day school students).

About 44 percent of separate day school students were in schools operated by local education agencies, despite LEAs operating only about 35 percent of all separate day schools. A similar tendency toward relatively large schools was noted with publicly operated schools in general. Although only 59 percent of all separate day schools were publicly operated, 70 percent of all day school students (an estimated 159,581 of 228,716) attended publicly operated schools. Of the estimated 69,135 private day school students, 60,706 (88 percent) attended schools operated by non-religious private non-profit agencies. The tendency for day schools to be primarily operated by public agencies was found to be quite consistent across the different disability

Table 1.6

Estimated Number and Distribution of Separate Day School Students by Primary Disability Served by Facility and Operating Agency
(Number of Students Age 0-21)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non. Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | 0 | * | 3,438 | 0 | * | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 4,514 |
| Local Education Agency | 7,071 | 25,633 | 22,029 | 16,582 | 1,171 | 0 | 4,486 | * | 884 | 1,900 | 17,796 | 0 | 1,819 | 100,161 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 1,772 | 14,782 | 12,120 | 7,100 | * | 0 | 829 | 0 | 1,073 | 2,078 | 3,823 | 0 | 1,729 | 45,690 |
| Other Public Agency | * | * | 1,470 | 2,962 | * | 0 | 2,614 | * | 0 | * | * | 0 | * | 9,216 |
| Total public | 8,953 | 41,394 | 39,057 | 26,644 | 2,151 | 0 | 7,930 | 1,295 | 1,958 | 4,229 | 21,909 | 0 | 4,061 | 159,581 |
| PRIVATE | | | | | | | | | | | | | | |
| Individual, Partnership, Family Operated | * | 0 | * | * | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | * | 1,029 |
| Private For-profit Corporation | 1,449 | * | * | 2,247 | 0 | * | 0 | 0 | * | * | * | 0 | 0 | 4,777 |
| Religious Organization | 828 | 915 | * | * | 0 | * | 0 | 0 | 0 | 0 | * | 0 | 0 | 2,624 |
| Other Private Not-for-profit Organization | 10,053 | 8,459 | 5,187 | 14,843 | 1,192 | * | 3,958 | * | 846 | 2,481 | 8,427 | 0 | 4,395 | 60,706 |
| Total private | 12,547 | 9,409 | 5,790 | 17,701 | 1,192 | * | 3,958 | * | 981 | 2,677 | 9,508 | 0 | 4,484 | 69,135 |
| TOTAL NUMBER OF DAY SCHOOL STUDENTS | 21,500 | 50,803 | 44,847 | 44,345 | 3,344 | * | 11,888 | 1,789 | 2,938 | 6,906 | 31,417 | 0 | 8,545 | 228,716 |

Notes.
The primary disability served by a facility was the handicapping condition listed as the primary diagnosis for the largest number of students served by that facility. Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served children with learning disabilities or emotional disturbance; otherwise as "severe/profound." Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind." Entries may not sum to totals due to rounding weighted data.
*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

groups. The most notable exception was schools for students with learning disabilities. Although these schools served a relatively small proportion of the students of all public and private separate day schools (9 percent), they served about 18 percent of all private day school students. Even so, private day schools for emotionally disturbed students had the most students of all private day schools (17,701 students or 26 percent of the total estimated separate day school population).

### 2. Residential Facilities

Table I.7 presents estimates of the numbers of total students (0 through 21 years) with handicaps in residential schools by the primary disability served and the type of operation of the school. A total of 95,335 children and youth were estimated to be in residential schools for students with handicaps. Unlike the day schools in which 59 percent of all students were in publicly operated settings, only 39 percent of residential school students were in publicly operated facilities. Particularly notable among residential schools was the estimated 52,339 students in residential schools for children and youth with emotional disturbance. This represents about 55 percent of all residential school students. Residential schools for students with emotional disturbance were also notable in that they have more students than do day schools for students with emotional disturbance. Nationwide, of the estimated 324,000 students in both day and residential schools for handicapped students, only 29 percent are in residential schools. In contrast, the day and residential population of schools for children and youth with emotional disturbance was an estimated 96,684, and of these students, 54 percent were

Table I.7

Estimated Number and Distribution of Separate Residential School Students by Primary Disability Served by Facility and Operating Agency
(Number of Students Age 0-21)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | 0 | * | * | 1,363 | 3,693 | 1,068 | 0 | 0 | 0 | 0 | * | 0 | 0 | 7,145 |
| Local Education Agency | 0 | * | 1,154 | 2,955 | * | 0 | * | 0 | 0 | 0 | * | 0 | 0 | 5,386 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 0 | 0 | * | * | * | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,701 |
| Other Public Agency | 0 | * | 6,894 | 9,245 | 3,316 | 837 | * | 0 | 0 | 0 | 1,365 | 0 | 0 | 22,544 |
| Total public | 0 | 960 | 9,202 | 13,771 | 7,988 | 2,267 | * | 0 | * | 0 | 2,002 | 0 | 0 | 36,776 |
| PRIVATE | | | | | | | | | | | | | | |
| Private For-profit Corporation | * | * | 1,377 | 10,385 | 0 | 0 | 0 | 0 | 0 | 0 | * | 0 | 0 | 12,465 |
| Religious Organization | 0 | * | * | 2,018 | * | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,251 |
| Other Private Not-for-profit Organization | 2,979 | 3,764 | 1,698 | 26,165 | 2,537 | * | * | * | * | * | 3,162 | * | * | 42,841 |
| Total private | 3,097 | 4,374 | 3,430 | 38,568 | 2,997 | * | * | * | * | * | 3,556 | * | * | 58,559 |
| TOTAL NUMBER OF RESIDENTIAL SCHOOL STUDENTS | 3,097 | 5,334 | 12,631 | 52,339 | 10,986 | 2,649 | 941 | * | * | * | 5,559 | * | * | 95,335 |

Notes.
The primary disability served by a facility was the handicapping condition listed as the primary diagnosis for the largest number of students served by that facility. Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served children with learning disabilities or emotional disturbance; otherwise as "severe/profound." Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind." Entries may not sum to totals due to rounding weighted data.
*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

in residential settings. The other categories for which the estimated residential populations outnumbered the day populations were the schools for students with hearing impairments (77 percent in residential) and visual impairments (87 percent in residential).

## D. PRIMARY HANDICAPPING CONDITION OF STUDENTS

### 1. Day Facility Students

Table I.8 provides estimates of the total number of students (0 through 21 years) with various handicapping conditions in day schools of different types of operation. Three classifications of students made up an estimated 73 percent of the separate day school populations--students with mental retardation (39 percent), emotional disturbance (19 percent), and multiple handicaps (14 percent). Within the multiple handicapped category an estimated 96 percent of students in day facilities were reported to have mental retardation as one of their handicapping conditions.

Table I.8 also provides the 1986-87 school year statistics on separate school placements reported by the States to the U.S. Department of Education, Office of Special Education Programs (1989).[2] These data are collected by the States primarily for administrative purposes associated with State applications for Federal funds under EHA-B and Chapter 1 of ESEA(SOP). The mechanisms for collecting these data from the local districts and other

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[2] The State reports for the 1986-87 school year, one year prior to the Survey of Separate Facilities, were used instead of the 1987-88 data because the comparable data for 1987-88 were reported only for students age 6 through 21. Even so, the 1987-87 OSEP State-reported data included only students age 3 through 21, whereas the survey asked for information on students birth through 21.

Table I.8

Distribution of Separate Day School Students by Primary Disability of Students and Operating Agency

(Number of Students Age 0-21)

| Operating Agency | Primary Disability of Student: Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism[a] | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | * | * | 3,260 | * | * | * | * | * | * | 0 | * | * | * | 4,514 |
| Local Education Agency | 5,450 | 22,512 | 22,638 | 17,240 | 1,669 | * | 5,060 | 1,315 | 2,393 | 1,865 | 18,155 | * | 1,513 | 100,161 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 2,096 | 12,202 | 11,865 | 7,441 | 807 | * | 1,268 | * | 1,361 | 1,676 | 5,009 | * | 1,270 | 45,690 |
| Other Public Agency | * | * | 1,434 | 3,083 | * | * | 1 109 | * | * | 1,284 | * | 0 | * | 9,216 |
| Total public | 7,702 | 35,431 | 39,198 | 27,830 | 3,039 | * | 7,526 | 2,341 | 3,896 | 4,826 | 23,890 | * | 3,078 | 159,581 |
| PRIVATE | | | | | | | | | | | | | | |
| Individual, Partnership, Family Operated | * | 0 | * | * | 0 | 0 | 0 | * | 0 | 0 | * | 0 | * | 1,029 |
| Private For-profit Corporation | 1,409 | * | * | 2,216 | * | * | * | * | * | * | * | * | 0 | 4,777 |
| Religious Organization | * | 817 | * | * | 0 | 0 | 0 | 0 | * | * | * | 0 | * | 2,624 |
| Other Private Not-for-profit Organization | 10,030 | 7,115 | 5,871 | 13,535 | 1,497 | * | 4,615 | 1,141 | 1,672 | 2,783 | 7,843 | * | 4,118 | 60,706 |
| Total private | 12,421 | 8,002 | 6,525 | 16,355 | 1,517 | * | 4,705 | 1,148 | 1,811 | 3,044 | 8,859 | * | 4,235 | 69,135 |
| TOTAL NUMBER OF STUDENTS AGE 0-21 (from 1988 survey results) | 20,124 | 43,433 | 45,723 | 44,185 | 4,556 | 1,189 | 12,231 | 3,489 | 5,707 | 7,869 | 32,749 | * | 7,312 | 228,716 |
| TOTAL NUMBER OF STUDENTS AGE 3-21 (from OSEP State-reported data for 1986-87) b | | | | | | | | | | | | | | |
| Public | 22,252 | 59,291 | | 26,557 | 3,478 | 661 | 5,321 | 2,130 | a | 9,145 | 13,170 | 244 | NA | 142,217 |
| Private | 9,572 | 13,326 | | 18,110 | 2,378 | 649 | 2,206 | 1,186 | a | 16,062 | 7,457 | 71 | NA | 70,983 |
| Total | 31,824 | 72,617 | | 44,667 | 5,856 | 1,310 | 7,527 | 3,316 | a | 25,207 | 20,627 | 315 | NA | 213,200 |

Notes.

Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served students with learning disabilities or emotional disturbance; otherwise they were classified as "severe/profound." Students who were both deaf and blind were considered to have these as their primary diagnoses even if listed on the "multiple handicap" report form that did not differentiate primary from secondary diagnosis. Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind." "Autism" includes diagnoses of autism or of "pervasive developmental disorder" within the general diagnostic category of emotional disturbance. Entries may not sum to totals due to rounding weighted data.

*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.

NA = not applicable.

[a] Autism is included with other health impairments under U.S. Department of Education definitions.

[b] U.S. Department of Education, 1989.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

agencies varies from State to State as does way in which State law and regulations operationalize the Federal government definitions of categorical handicapping conditions. By contrast, the Survey of Separate Facilities was undertaken at the facility level, in which facility administrators were given detailed definitions of primary and secondary handicapping conditions that differed from those used by the U.S. Department of Education. Additional diagnostic categories were also provided to the respondents on the survey. Facility administrators were also not limited in their reports to students placed at the facility by actions of a local school district or supported with State or Federal special education funding. Finally, in order to use State-reported data that covered as closely as possible the same age range as the survey, it was necessary to use the 1986-87 OSEP data rather than data closer in time to the year of the survey (the 1988-89 school year). For these reasons, it was not expected that the numbers of students reported in the survey would correspond exactly with those provided in the annual reports to Congress on EHA. However, major differences in the total numbers of handicapped students estimated to be placed in separate facilities by the Survey of Separate Facilities and the OSEP State-reported data can indicate possible areas for further investigation.

In all, the Survey of Separate Facilities estimated that there were an 228,716 children and youth with handicaps in separate day schools in 1988. This compares with a total of 213,200 students reported in the 1989 Report to Congress (Office of Special Education, 1989)[3]. The differences between the survey estimates and the State-reported statistics were less than 7 percent for the total number of separate day school students, about 12 percent for total public day school students, and about 3 percent for total private day school students. Somewhat greater variability was found by students' primary handicapping condition. The survey estimates were larger than the State-reported data for multiple handicapped and orthopedically impaired students, while more speech impaired and learning disabled students were reported by the States than in the survey estimates.[4]

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[3] Note that these reports for the specific handicapping conditions do not always sum to the total numbers of students across all conditions. The discussion of State-reported OSEP data in this report relies on data available by handicapping condition.

2. Residential Facility Students

Table I.9 provides estimates of the total number of students (0 through 21) with various handicapping conditions in residential schools operated by different types of organizations. In all, there were an estimated 95,335 children and youth with handicaps being educated in residential schools, the largest group of whom were students with emotional disturbance (accounting for more than half of all children and youth birth through 21 in residential schools).

Table I.9 also presented the 1986-87 OSEP State-reported data on separate residential school placements. As noted above, there are numerous reasons to

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[4] There are also differences between independent published statistics for schools for hearing impaired students and the survey results. The 1988 American Annals of the Deaf reported 50 public and private day schools serving 5,989 hearing impaired students during the 1987-88 school year. However, given the way in which schools were characterized in the Survey of Separate Facilities (that is, by the primary handicapping condition of the majority of students served) as well as other differences in how the data were collected and categorized, it is uncertain to what extent the estimates of 35 day facilities serving 3,344 students represents an underestimate of the hearing impaired population of separate day facilities. When all separate day facilities are included, regardless of primary disability served, an estimate of 4,556 hearing impaired students was obtained from the survey data.

Table 1.9

Distribution of Separate Residential School Students by Primary Disability of Students and Operating Agency
(Number of Students Age 0-21)

| Operating Agency | Primary Disability of Student | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism[a] | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| State Education Agency | * | * | 889 | 980 | 3,294 | 1,089 | 0 | * | * | * | * | * | * | 7,145 |
| Local Education Agency | * | * | 1,077 | 2,675 | * | 0 | * | 0 | * | 0 | * | 0 | 0 | 5,386 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 0 | * | * | * | * | * | 0 | * | * | 0 | * | 0 | 0 | 1,701 |
| Other Public Agency | * | 903 | 6,558 | 8,574 | 3,098 | 894 | * | * | * | * | 1,492 | * | * | 22,544 |
| Total public | * | 1,589 | 8,766 | 12,427 | 7,131 | 2,304 | * | * | * | * | 2,718 | * | * | 36,776 |
| PRIVATE | | | | | | | | | | | | | | |
| Private For-profit Corporation | * | * | 1,383 | 9,915 | * | * | * | * | * | * | * | * | 0 | 12,465 |
| Religious Organization | * | * | * | 1,802 | * | * | 0 | * | * | * | * | * | * | 3,251 |
| Other Private Not-for-profit Organization | 3,024 | 2,586 | 2,118 | 25,133 | 2,583 | * | * | * | 1,603 | * | 3,371 | * | * | 42,841 |
| Total private | 3,441 | 2,973 | 3,843 | 36,850 | 3,048 | * | * | * | 1,819 | * | 4,030 | * | * | 58,559 |
| TOTAL NUMBER OF STUDENTS AGE 0-21 (from survey results) | 3,685 | 4,562 | 12,609 | 49,277 | 10,179 | 2,740 | 1,283 | * | 2,451 | * | 6,748 | * | * | 95,335 |
| TOTAL NUMBER OF STUDENTS AGE 3-21 (from OSEP State-reported data for 1986-87) [b] | | | | | | | | | | | | | | |
| Public | 627 | 4,642 | | 6,163 | 6,070 | 2,260 | 274 | 264 | a | 274 | 2,874 | 393 | NA | 23,793 |
| Private | 1,026 | 2,538 | | 8,430 | 693 | 290 | 275 | 368 | a | 336 | 1,399 | 96 | NA | 15,494 |
| Total | 1,653 | 7,180 | | 14,593 | 6,763 | 2,550 | 549 | 632 | a | 610 | 4,273 | 489 | NA | 39,287 |

Notes.

Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served students with learning disabilities or emotional disturbance; otherwise they were classified as "severe/profound." Students who were both deaf and blind were considered to have these as their primary diagnoses even if listed on the "multiple handicap" report form that did not differentiate primary from secondary diagnosis. Students who were indicated to be "multiply handicapped" but whose multiple conditions included both deafness and blindness were re-classified as "deaf-blind."

"Autism" includes diagnoses of autism or of "pervasive developmental disorder" within the general diagnostic category of emotional disturbance. Entries may not sum to totals due to rounding weighted data.

*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.

NA = not applicable.

[a] Autism is included with other health impairments under U.S. Department of Education definitions.

[b] U.S. Department of Education, 1989.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

expect the OSEP State-reported data to differ from the survey estimates, and as was seen in Table I.8, the survey estimates for the total number of students with handicaps in separate day facilities are larger than the State reported statistics. The survey estimates for residential school placements are considerably larger than the 1986-87 OSEP State-reported data(39,287 and 95,335 residential school students, respectively). In addition to the factors noted in the discussion above, differences between the two data sources may result from the inclusion of day students at residential facilities in the residential facility student estimates derived from the survey. Also, the statistics in Table I.9 from the State reports do not include the category of homebound or hospital environment. It is believed that an unknown number of students reported in this category by the States reside in separate facilities eligible for the survey, which included hospitals and treatment settings with average lengths of stay of at least 30 days.

About 34,700 of the total difference of about 56,000 (62 percent of the difference) between the two statistics on the number of handicapped students in residential facilities can be attributed to the difference in the statistics on residential schools for students with emotional disturbance. While States reported 14,593 students with emotional disturbance in residential school programs, the estimates based on facility reports indicated 49,277 students with emotional disturbance. To some extent this difference may reflect the fact that children and youth with emotional or behavior problems are often placed in residential settings for reasons other than educational. As noted frequently by State education agency officials in the case study component of this project, such placement decisions are often made by parents and other public or private agency representatives in response to behavior patterns, episodes, and other problems considered to be of more immediate, short-term concern than chronic conditions which affect educational performance. In some cases, no public special education funds may be used for these placements, particularly if made by the family rather than by a public agency, and many of the students placed in residential treatment programs may not previously been identified as having special education needs. Similar factors may explain the difference between the survey estimate of 3,685 students with learning disabilities in residential schools and the 1,653 reported in the State placement statistics.

The Survey of Separate Facilities also identified almost 10,000 more students with mental retardation in separate residential facilities than were reported by the States, accounting for another 18 percent of the total difference between the two sets of data. This difference between State reports and survey estimates of the number of mentally retarded students in separate residential facilities is even greater if students with multiple handicaps (an estimated 96 percent of whom have mental retardation as one of their handicapping conditions) are combined with those with mental retardation. When combined in this way, the State-reported placement data indicated 11,453 students with mental retardation or multiple handicaps, while the facility survey estimated 23,919, a difference of about 12,500. There were a reported 3,541 students with mental retardation and 1,204 students with multiple handicaps reported by the States in hospital or home-bound programs. Some of these students may have been participating in such programs while at residential institutions, which would potentially reduce the difference between the survey estimates and State reports of mentally retarded and multiply handicapped students in separate residential facilities by about

4,700. However, data are not available to determine the proportion of these students who actually were residing in separate facilities comparable to those included in the survey.

The facility based estimates of 170 students having a primary diagnosis of "deaf-blind" differ from the State reports of 489 such students. Subsequent use of the population modules led to identification of an estimated 865 students whose primary diagnosis was reported to be hearing impairment, but who had "secondary" visual impairments of legal or functional blindness. These were children and youth in schools primarily serving students with hearing impairments and the responses that indicated the hearing impairment to be the primary diagnosis and blindness to be the secondary diagnosis may well have reflected an orientation in those schools to hearing impairments. If those "deaf-blind" students were included in the primary condition "deaf-blind," the estimated 1,035 students would, as for all other handicapping conditions, exceed the OSEP State-reported figure of 489 students.

## E. AVERAGE NUMBER OF STUDENTS AT SEPARATE FACILITIES

Table I.10 presents statistics on the average number of students (0 through 21 years) in separate day and residential schools for students with handicapping conditions. The estimated average size of day schools was 99 students. Publicly operated day schools were somewhat larger than private schools with an average of 113 students in contrast to the average of 79 students in private schools. Among public schools those operated by regional agencies, intermediate education units or consortia of schools districts were somewhat larger with an average of 135 students. Separate day schools operated by local districts averaged 112 residents, ranging from 86 students

Table I.10

Average Size of Separate Day and Residential Schools by Primary Disability Served by Facility and Operating Agency
(Average Number of Handicapped Students, All Ages)

| Operating Agency | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| DAY SCHOOLS | | | | | | | | | | | | | | |
| All Public Schools | * | 124.8 | 132.0 | 89.9 | * | - | * | * | * | * | 112.3 | | * | 113.3 |
| All Private Schools | * | 106.1 | 112.4 | 61.3 | * | * | * | * | * | * | * | | * | 78.6 |
| All Day Schools | 102.4 | 120.5 | 128.4 | 74.7 | * | * | * | * | * | * | 104.8 | - | * | 99.4 |
| RESIDENTIAL SCHOOLS | | | | | | | | | | | | | | |
| All Public Schools | | * | * | * | * | * | * | - | * | | * | - | - | 202.1 |
| All Private Schools | * | * | * | 71.8 | * | * | * | * | * | * | * | | * | 75.4 |
| All Residential Schools | * | * | 210.7 | 80.7 | * | * | * | * | * | * | * | | * | 113.0 |

Notes.
Total facility size (all handicapped students, all ages) was reported by 1,093 of 1,315 day programs and by 534 of 626 residential programs sampled. Total number of handicapped students less than 22 years old was reported by all sampled facilities. Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percenta [illegible] are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

in day schools for students labeled as emotionally disturbed to 160 students in day schools for students with learning disabilities. In all but two disability categories, private facilities had a smaller average size than did public facilities. Private schools for students with autism had the smallest average size (40 students). Day schools providing educational programs primarily to students with mental retardation and to students with "noncategorical" handicaps averaged over 100 total students.

Residential schools which include large State-operated institutions tended to be larger on average than more day schools (an average of 113 students as compared with 99). Publicly operated residential schools were considerably larger than privately operated residential schools (an average of 202 and 75 students respectively). The largest of all publicly operated residential schools were the institutions operated by State mental retardation/developmental disabilities agencies. The primary handicapping conditions of their student-aged population were generally severe or profound mental retardation or multiple handicaps, and the facilities averaged 349 or 343 total children and youth (0 through 21 years), respectively. Although few in number, private residential schools for students with hearing impairments averaged 156 students, making them on average the largest of the private facilities.

## F. PROPORTION OF CHILDREN AND YOUTH AMONG FACILITY POPULATIONS

### 1. Day Facilities

Table I.11 presents the proportions of children and youth (0 through 21 years) in the total populations of the day facilities providing educational services to students with handicapping conditions. Within the separate day schools, the populations served are overwhelmingly made up of students age 21

Table I.11

Proportion of Children and Youth Among Total Population of Seperate Day Schools by Primary Disability Served by Facility and Operating Agency
(Percent Age 0-21 of Total Handicapped Population)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non-Categorical | All Facilities |
| PUBLIC | * | 96.6 | 96.6 | 99.9 | * | - | * | * | * | * | 99.3 | -- | * | 98.1 |
| PRIVATE | * | 79.9 | 71.9 | 99.3 | * | * | * | * | * | * | * | - | * | 94.5 |
| ALL DAY SCHOOLS | 99.3 | 92.8 | 92.1 | 99.6 | * | * | * | * | | * | 96.8 | - | * | 96.6 |

Notes.
Total facility size (all handicapped students, all ages) was reported by 1,093 of 1,315 day programs. Total number of handicapped students less than 22 years old was reported by all sampled facilities. Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Seperate Facilities, conducted in 1988 as part of this study.

years or younger (97 percent). This is true for both publicly operated schools (98 percent) and privately operated schools (94.5 percent) across all handicapping conditions. The lowest proportions of children and youth were in day schools for students with mental retardation, 93 percent in schools primarily serving students with mild or moderate mental retardation and 92 percent in schools primarily serving students with severe or profound mental retardation.

2. Residential Facilities

As shown in Table I.12 residential facilities had considerably lower overall proportions of their resident populations made up of persons younger than 22 years than did day schools. Across all types of residential schools, 86 percent of residents were children and youth age 0 through 21 years. The average was considerably higher in the residential schools for children and youth with emotional disturbance (98 percent), which in turn raised considerably the overall average since these facilities housed over half the total estimated residential school populations of children and youth in residential facilities. In contrast, residential facilities primarily for students with severe or profound mental retardation included only 50 percent children and youth. Populations of residential schools primarily serving students with mild/moderate mental retardation and multiple handicaps were 68 percent and 75 percent comprised of children and youth, respectively. The primary contributors to these relatively high proportions of adults in the populations of these residential facilities were the State mental retardation/developmental disabilities institutions. Children and youth receiving education on the grounds of those institutions made up only one-third of the total population.

Table 1.12

Proportion of Children and Youth Among Total Population of Seperate Residential Schools by Primary Disability Served by Facility and Operating Agency
(Percent Age 0-21 of Total Handicapped Population)

| Operating Agency | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
| PUBLIC | - | 84.1 | 30.7 | 95.7 | * | 99.8 | * | - | 100.0 | - | * | - | - | 72.0 |
| PRIVATE | * | 58.4 | 75.2 | 98.7 | 100.0 | 100.0 | * | * | * | * | * | - | * | 92.5 |
| ALL RESIDENTIAL SCHOOLS | * | 68.2 | 49.9 | 98.2 | * | * | * | * | * | * | 74.8 | - | * | 86.4 |

Notes.

Total facility size (all handicapped students, all ages) was reported by 534 of 626 residential programs. Total number of handicapped students less than 22 years old was reported by all sampled facilities. Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

# II. CHARACTERISTICS OF STUDENTS

This chapter presents national estimates of the characteristics of students of separate educational facilities primarily or exclusively serving children and youth (0 through 21 years) with handicapping conditions based on the Survey of Separate Facilities. The tables in this chapter provide separate breakdowns for day schools and for residential schools on a wide range of student characteristics including primary and secondary handicapping conditions, living arrangements, and demographic characteristics.

## A. TYPE AND SEVERITY OF HANDICAPPING CONDITIONS

### 1. Day School Students

Table II.1 presents population estimates of type and/or severity of disability of separate day school students in 1988. (Appendix A provides the specific definitions of the general conditions and subclassifications of type and/or severity used in this and subsequent tables.) In addition to estimates for total students, Table II.1 presents estimates of the proportion of students in each subclassification in public versus private day schools and the proportion of all separate day school students in each subclassification. Subclassifications of students making up at least an estimated 9 percent of all students in separate day schools were moderate mental retardation (15 percent of all separate day school students), severe mental retardation (11 percent) and serious conduct or behavior disorders (9 percent).

The majority (60 percent) of day school students with learning disabilities were reported to have mild/moderate levels of impaired academic performance (i.e., more than 50 percent of expectancy based on age and IQ).

### Table II.1

### Distribution of Separate Day School Students by Type and/or Severity of Primary Handicapping Condition

| Type and Degree of Primary Disability | Estimated Total Students | Percent of Students with Primary Condition | Percent in Public Facilities[a] | Percent in Private Facilities[a] | Percent of Total Day School Population[b] Age 0-21 |
|---|---|---|---|---|---|
| LEARNING DISABLED | 20,124 | | | | |
| Mild/Moderate Learning Disability | | 59.9 | 28.8 | 71.2 | 5.3 |
| Severe Learning Disability | | 37.2 | 37.3 | 62.7 | 3.3 |
| Other | | 2.9 | 17.5 | 82.5 | 0.3 |
| MENTALLY RETARDED | 89,156 | | | | |
| Mild Mental Retardation | | 13.0 | 71.3 | 28.7 | 5.1 |
| Moderate Mental Retardation | | 38.4 | 84.5 | 15.5 | 15.0 |
| Severe Mental Retardation | | 28.6 | 86.5 | 13.5 | 11.2 |
| Profound Mental Retardation | | 20.1 | 86.8 | 13.2 | 7.9 |
| EMOTIONALLY DISTURBED | 44,185 | | | | |
| Attention Defect Disorder | | 17.4 | 52.3 | 47.7 | 3.4 |
| Serious Conduct/Behavior Disorder | | 47.6 | 67.4 | 32.6 | 9.2 |
| Anxiety or Withdrawal Disorder | | 9.8 | 52.7 | 47.3 | 1.9 |
| Pervasive Developmental Disorder | | 5.8 | 51.6 | 48.4 | 1.1 |
| Substance Abuse or Dependence | | 3.1 | 57.1 | 42.9 | 0.6 |
| Psychotic or Schizophrenic Thought Disorders | | 7.2 | 59.9 | 40.1 | 1.4 |
| Other Emotional/Behavior Disorder | | 9.2 | 58.0 | 42.0 | 1.8 |
| HEARING IMPAIRMENT | 4,556 | | | | |
| Prelingually Deaf | | | | | |
| Mild | | 5.1 | * | * | 0.1 |
| Moderate | | 14.0 | * | * | 0.3 |
| Severe | | 72.9 | 61.2 | 38.8 | 1.5 |
| Postlingually Deaf | | | | | |
| Mild | | 0.2 | * | * | <0.1 |
| Moderate | | 1.1 | * | * | <0.1 |
| Severe | | 6.7 | * | * | 0.1 |
| VISUAL IMPAIRMENT | 1,189 | | | | |
| Functionally Blind | | 35.9 | * | * | 0.2 |
| Legally (but not functionally) Blind | | 35.9 | * | * | 0.2 |
| Partially Sighted | | 28.3 | * | * | 0.1 |
| ORTHOPEDIC/PHYSICAL IMPAIRMENT | 12,231 | | | | |
| Cerebral Palsy | | 55.6 | 61.4 | 38.6 | 3.0 |
| Quadreplegia, Paraplegia or Hemiplegia | | 8.2 | 70.8 | 29.2 | 0.4 |
| Missing/deformed limbs | | 1.6 | * | * | 0.1 |
| Other nervous/musculoskeletal system disease | | 34.5 | 55.7 | 44.3 | 1.8 |
| HEALTH IMPAIRMENT | 3,489 | | | | |
| Respiratory Conditions | | 27.4 | 47.2 | 52.8 | 0.3 |
| Circulatory Conditions | | 4.2 | * | * | 0.1 |
| Other health impairments | | 68.4 | 69.3 | 30.7 | 1.0 |
| AUTISM | 5,707 | 100.0 | 66.1 | 33.9 | 2.5 |
| SPEECH/LANGUAGE IMPAIRED | 7,869 | | | | |
| Speech Impaired | | 53.0 | 65.1 | 34.9 | 1.8 |
| Language Impaired | | 47.0 | 50.6 | 49.4 | 1.6 |
| MULTIHANDICAPPED | 32,749 | | | | |
| With mild/moderate retardation | | 45.2 | 78.4 | 21.6 | 6.4 |
| With severe/profound retardation | | 48.1 | 72.2 | 27.8 | 6.9 |
| Without mental retardation | | 6.7 | 41.8 | 58.2 | 1.0 |
| DEAF-BLIND | 149 | 100.0 | * | * | <0.1 |
| NONCATEGORICAL | 7,312 | 100.0 | 45.4 | 54.6 | 3.2 |
| TOTAL | 228,716 | 100.0 | 69.8 | 30.2 | 100.0 |

Notes.
Rows and columns may not sum to 100% because of rounding.
Data for this table were provided for 96,025 of the 136,593 students (unweighted) with handicaps in schools making up the day school sample.
[a] These two percentages will sum to 100 percent within the row.
[b] These percentages will sum to 100 percent within the column.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Two thirds of the students with a primary diagnosis of mental retardation (67 percent) were indicated to be moderately or severely mentally retarded. Students with mild mental retardation made up 13 percent and students with profound mental retardation made up 20 percent of students with mental retardation in separate day schools. In addition, among students identified as multiply handicapped about 45 percent were reported to have mild or moderate mental retardation and 48 percent were reported to have severe or profound mental retardation, along with at least one other handicapping condition. Students indicated to have serious conduct or behavior disorders made up nearly half (48 percent) of the students indicated to be emotionally disturbed; another 17 percent were reported to have the primary disability of attention deficit disorder.

In all, an estimated 92 percent of students in separate day schools for students with hearing impairments had prelingual hearing losses (i.e., a hearing impairment at birth or before the development of language). A very substantial majority (73 percent) of day students with hearing impairments were indicated to have severe or profound prelingual deafness (i.e., prelingual hearing impairments resulting in a hearing threshold level of 71 or more decibels across the speech range). Low proportions (less than 1 percent) of day school students were reported to have disabilities primarily related to low vision.

An estimated 56 percent of the day school students who were indicated to have orthopedic or physical impairment had cerebral palsy as their primary disabling condition. Children and youth with autism and the generally associated "pervasive developmental disorders" commonly including autism and childhood schizophrenia, were estimated to make up about 3.6 percent of the total separate day school population.

With respect to public and private operation of day schools, there tended to be a stronger association between the type of agency operating a day school and the category of handicapping condition served than between type of agency operating the school and the relative severity of the conditions served.

## 2. Residential Facility Students

Table II.2 presents population estimates of the type and/or severity of primary handicapping conditions of residential school students. It indicates that 52 percent of all residential school students were reported to have an emotional condition and that 44 percent of these were diagnosed as having serious conduct or behavior disorders. In other words, an estimated 23 percent of all students (0 through 21 years) with handicaps in separate residential facilities were indicated to have serious conduct or behavior problems. Students with profound mental retardation were also found to make up a significant portion of the residential school population (9 percent), approximately the same portion as all students classified as having mild, moderate or severe mental retardation combined. Students with multiple handicaps including severe or profound mental retardation made up an estimated 3 percent of the residential school population. Students with hearing impairments made up an estimated 11 percent of all residential facility students, in contrast to 2 percent of the day school students. An estimated 85 percent of the residential facility students with hearing impairments were reported to have severe or profound perlingual deafness. Multiply handicapped students made up an estimated 7 percent of residential facility population,

## Table II.2

## Distribution of Separate Residential School Students by Type and/or Severity of Primary Handicapping Condition

| Type and Degree of Primary Condition | Estimated Total Students | Percent of Students with Primary Conditions | Percent in Public Facilities[a] | Percent in Private Facilities[a] | Percent of Total Residential School Population[b] |
|---|---|---|---|---|---|
| LEARNING DISABLED | 3,685 | | | | |
| Mild/Moderate Learning Disability | | 55.1 | 10.2 | 89.8 | 2.1 |
| Severe Learning Disability | | 44.2 | 3.4 | 96.6 | 1.7 |
| Other | | 0.6 | * | * | <0.1 |
| MENTALLY RETARDED | 17,171 | | | | |
| Mild Mental Retardation | | 12.0 | 37.9 | 62.1 | 2.2 |
| Moderate Mental Retardation | | 15.2 | 37.9 | 62.1 | 2.7 |
| Severe Mental Retardation | | 23.2 | 55.9 | 44.1 | 4.2 |
| Profound Mental Retardation | | 49.6 | 69.8 | 30.2 | 8.9 |
| EMOTIONALLY DISTURBED | 49,277 | | | | |
| Attention Defect Disorder | | 19.1 | 29.9 | 70.1 | 9.9 |
| Serious Conduct/Behavior Disorder | | 43.7 | 25.8 | 74.2 | 22.6 |
| Anxiety or Withdrawal Disorder | | 9.6 | 25.5 | 74.5 | 5.0 |
| Pervasive Developmental Disorder | | 4.4 | 32.5 | 67.5 | 2.3 |
| Substance Abuse or Dependence | | 6.4 | 16.2 | 83.8 | 3.3 |
| P[illegible] or Schizophrenic Thought [illegible] | | 6.5 | 36.5 | 63.5 | 3.4 |
| Oth[illegible]onal/Behavior Disorder | | 10.3 | 30.8 | 69.2 | 5.3 |
| HEARING IMPAIRMENT | 10,179 | | | | |
| Prelingually Deaf | | | | | |
| Mild | | 1.6 | * | * | 0.2 |
| Moderate | | 6.3 | * | * | 0.6 |
| Severe | | 85.5 | 71.6 | 28.4 | 9.1 |
| Postlingually Deaf | | | | | |
| Mild | | 0.4 | * | * | <0.1 |
| Moderate | | 1.2 | * | * | 0.1 |
| Severe | | 5.1 | * | * | 0.5 |
| VISUAL IMPAIRMENT | 2,740 | | | | |
| Functionally Blind | | 39.1 | 97.7 | 2.3 | 1.1 |
| Legally (but not functionally) Blind | | 50.3 | 96.8 | 3.2 | 1.4 |
| Partially Sighted | | 10.6 | * | * | 0.3 |
| ORTHOPEDIC/PHYSICAL IMPAIRMENT | 1,283 | | | | |
| Cerebral Palsy | | 52.5 | * | * | 0.7 |
| Quadreplegia, Paraplegia or Hemiplegia | | 8.8 | * | * | 0.1 |
| Missing/deformed limbs | | 3.2 | * | * | <0.1 |
| Other nervous/musculoskeletal system disease | | 35.5 | * | * | 0.5 |
| HEALTH IMPAIRMENT | 395 | | | | |
| Respiratory Conditions | | * | * | * | <0.1 |
| Circulatory Conditions | | * | * | * | <0.1 |
| Other health impairments | | * | * | * | 0.4 |
| AUTISM | 2,451 | 100.0 | 17.4 | 82.6 | 2.6 |
| SPEECH/LANGUAGE IMPAIRED | 682 | | | | |
| Speech Impaired | | * | * | * | 0.5 |
| Language Impaired | | * | * | * | 0.3 |
| MULTIHANDICAPPED | 6,748 | | | | |
| With mild/moderate retardation | | 31.6 | 31.6 | 68.4 | 2.2 |
| With severe/profound retardation | | 42.2 | 49.8 | 50.2 | 3.0 |
| Without mental retardation | | 26.6 | 35.4 | 64.6 | 1.9 |
| DEAF-BLIND | 170 | 100.0 | * | * | 0.2 |
| NONCATEGORICAL | 554 | 100.0 | * | * | 0.6 |
| TOTAL | 95,335 | 100.0 | 38.6 | 61.4 | 100.0 |

Notes.
Rows and columns may not sum to 100% because of rounding.
Data for this table were provided for 39,355 of the 56,626 students (unweighted) with handicaps in the schools making up the residential school sample.

[a] These two percentages will sum to 100 percent within the row.

[b] These percentages will sum to 100 percent within the column.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

with mental retardation indicated as one of the impairments for an estimated 73 percent of these students.

As was noted among the day school students there was a clear tendency for public versus private residential school placement to be more closely associated with the broad category of disability rather than with severity within the disability category. For example, students with learning and language related disabilities were almost exclusively (over 90 percent) in private residential schools. Students reported to be emotionally disturbed also had a strong tendency to be in private schools ([illegible] percent), while in contrast residential school students with hearing or visual impairments were usually in public residential schools (76 percent). Among students with mental retardation, private school placement was most likely for those reported to be mildly or moderately mentally retarded and public residential placement (usually a State institution) was most likely for those with severe and especially profound mental retardation.

## B. NATURE OF PRIMARY AND SECONDARY CONDITIONS

### 1. Students With Learning Disabilities

Table II.3 presents the type and severity of the primary and single most significant secondary disability of separate day school students indicated to be learning disabled. Data are presented as percentages of estimated total students by public or private operation of the day schools they attended. Approximately 50 percent of the estimated 20,124 day students with learning disabilities were reported to have some form of secondary disability. The most commonly noted secondary disability for students with learning disabilities in both public and private facilities was a speech or language

Table II.3

Primary and Secondary Handicapping Conditions of Learning Disabled
Population of Separate Day Schools by Public/Private Operation
(Percent of Students Age 0-21)

| Nature of Primary Disability | Estimated Total Students | Principal Secondary Disability of Student | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | No Secondary Disability | Orthopedic or Physical Impairment | Emotional or Behavioral Disturbance | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Other | Total |
| PUBLIC | | | | | | | | | |
| Mild to Moderately Learning Disabled | | 35.6 | 0.7 | 6.5 | 0.5 | 0.3 | 10.5 | 0.5 | 54.5 |
| Severely Learning Disabled | | 21.5 | 1.1 | 8.9 | 0.0 | 0.0 | 12.4 | 0.0 | 43.9 |
| Other Learning Dis. | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.6 | 0.0 | 1.6 |
| Total Public | 6,366 | 57.1 | 1.8 | 15.4 | 0.5 | 0.3 | 24.6 | 0.5 | 100.0 |
| PRIVATE | | | | | | | | | |
| Mild to Moderately Learning Disabled | | 32.5 | 1.0 | 9.0 | 0.7 | 0.1 | 18.9 | 0.1 | 62.4 |
| Severely Learning Disabled | | 12.2 | 2.8 | 8.8 | 0.2 | 0.2 | 9.9 | <0.1 | 34.1 |
| Other Learning Disability | | 2.9 | <0.1 | <0.1 | <0.1 | <0.1 | 0.3 | 0.3 | 3.5 |
| Total Private | 13,758 | 47.6 | 3.8 | 17.8 | 0.9 | 0.3 | 29.1 | 0.4 | 100.0 |
| TOTAL ALL STUDENTS | 20,124 | 50.6 | 3.2 | 17.0 | 0.7 | 0.3 | 27.7 | 0.4 | 100.0 |

Notes.
Data for this table were reported by day schools with 49,258 of 136,593 students (unweighted) in the day school sample.
Percentages represent percent of all students with a primary diagnosis of learning disabilities. For example, 35.6% of public day school students with learning impairments were estimated to have mild or moderate learning disabilities and no secondary disability.
Relatively minor differences may be noted between statistics in this table and Table II.1 in the distribution of persons by severity of primary disability. This is due to a lower response rate for statistics on the secondary conditions of student populations than for the severity of the primary condition.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

impairment (28 percent of all students). Emotional disturbance was the next most frequently noted secondary disability for students with learning disabilities in both public and private school (17 percent overall). Sensory impairments were rarely reported as secondary disabilities among students with learning disabilities. Private day school students were somewhat more frequently identified as mildly or moderately learning disabled than public school students, while public school students with learning disabilities were somewhat less likely to have no secondary disability.

Table II.4 presents the reported type and severity of primary and single most significant secondary disability of residential school students indicated to be learning disabled. Data are presented as percentages of estimated total students with learning disabilities by the public or private operation of the residential schools they attended. A total of 3,685 children and youth (0 through 21 years) with these primary diagnoses were estimated to be in residential schools for students with handicaps. There were insufficient numbers of students with primary learning impairments in public residential schools to support separate estimates. The number of students with learning disabilities in private residential schools was considerably larger (an estimated 3,422 students). About 60 percent of all residential students with learning disabilities was reported to have no secondary handicapping condition. Most common secondary conditions among students with learning and language impairments were emotional or behavioral problems (28 percent).

## 2. Students with Speech and Language Impairments

Table II.5 presents the type of impairment and the principal secondary disability of students with speech and language impairments in separate day

Table II.4

Primary and Secondary Handicapping Condition of Learning Disabled Population of Separate Residential Schools
by Nature of Primary Disability, and Public/Private Operation
(Percent of Students Age 0-21)

| Nature of Primary Disability | Estimated Total Students | Principal Secondary Disability of Student | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | No Secondary Disability | Orthopedic or Physical Impairment | Emotional or Behavioral Disturbance | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Other | Total |
| PUBLIC | | | | | | | | | |
| Mild to Moderately Learning Disabled | | * | * | * | * | * | * | * | * |
| Severely Learning Disabled | | * | * | * | * | * | * | * | * |
| Total Public | * | * | * | * | * | * | * | * | 100.0 |
| PRIVATE | | | | | | | | | |
| Mild to Moderately Learning Disabled | | 33.1 | 0.0 | 14.1 | 0.0 | 0.0 | 5.7 | 3.0 | 56.0 |
| Severely Learning Disabled | | 25.2 | 0.3 | 15.9 | 0.0 | 0.0 | 2.6 | 0.0 | 44.0 |
| Total Private | 3,422 | 58.3 | 0.3 | 30.0 | 0.0 | 0.0 | 8.3 | 3.0 | 100.0 |
| TOTAL ALL STUDENTS | 3,685 | 60.6 | 0.3 | 28.2 | 0.0 | 0.0 | 7.8 | 3.1 | 100.0 |

Notes.
Data for this table were reported by residential facilities with 22,323 of 56,626 students (unweighted) in the residential facility sample.
Percentages represent percent of all students with a primary diagnosis of learning disabilities or speech and language impairments. For example, 33.1% of private residential school students with learning disabilities were reported to have mild or moderate learning disabilities with no secondary handicapping conditions.
Some relatively minor differences may be noted between statistics on this table and Table II.2 in the distribution of persons by severity of primary disability. This is due to a lower response rate for statistics on the secondary conditions of student populations than for the severity of the primary condition.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

## Table II.5

## Primary and Secondary Handicapping Conditions of Speech/Language Impaired Separate Day School Students by Nature of Primary Disability and Public/Private Operation (Percent of Students Age 0-21)

| Nature of Primary Disability | Estimated Total Students | Principal Secondary Disability of Student: No Secondary Disability | Orthopedic or Physical Impairment | Emotional or Behavioral Disturbance | Hearing Impairment | Visual Impairment | Learning Disability | Other | Total |
|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | |
| Speech Impaired | | 34.2 | 7.1 | 2.4 | 1.5 | 1.8 | 4.7 | 7.6 | 59.2 |
| Language Impaired | | 15.3 | 4.4 | 6.6 | 1.4 | 1.4 | 8.0 | 3.8 | 40.8 |
| Total Public | 4,586 | 49.5 | 11.5 | 9.0 | 2.9 | 3.2 | 12.7 | 11.4 | 100.0 |
| PRIVATE | | | | | | | | | |
| Speech Impaired | | 21.1 | 6.4 | 1.5 | 0.9 | 0.3 | 4.0 | 10.4 | 44.3 |
| Language Impaired | | 26.7 | 5.5 | 10.1 | 2.2 | 1.1 | 3.8 | 6.3 | 55.7 |
| Total Private | 3,283 | 47.8 | 11.9 | 11.6 | 3.1 | 1.4 | 7.8 | 16.7 | 100.0 |
| TOTAL ALL STUDENTS | 7,869 | 48.8 | 11.6 | 10.1 | 3.0 | 2.4 | 10.7 | 13.6 | 100.0 |

Notes.

Data for this table were reported by day schools with 49,258 of 136,593 students (unweighted) in the day school sample.

Percentages represent percent of all students with a primary diagnosis of speech and language impairments. For example, 34.2% of public day school students with speech and language impairments were estimated to have speech impairments and no secondary disability.

Relatively minor differences may be noted between statistics in this table and Table II.1 in the distribution of persons by severity of primary disability. This is due to a lower response rate for statistics on the secondary conditions of student populations than for the severity of the primary condition.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

schools. Approximately half of these students had no secondary disability and among those with secondary disabilities, about equal proportions (10 or 11 percent each) had orthopedic, emotional, or learning disabilities.

There were insufficient numbers of students identified with a primary disability of a speech or language impairment in residential schools for separate analysis.

### 3. Students With Mental Retardation

Table II.6 presents the level of mental retardation and associated secondary disabilities of students with a primary diagnosis of mental retardation in separate day schools by public and private operation. In all, there were an estimated 89,156 such students, 74,629 (84 percent) of whom attended publicly operated schools. Day schools reported about 46 percent of their students with mental retardation had no secondary disabilities. Public schools reported about 48 percent with no secondary disabilities, private schools about 40 percent. About 20 percent of mentally retarded students were reported to have orthopedic or physical secondary disabilities, and about 19 percent to have secondary speech and language impairments. Sensory impairments were infrequently noted as the most significant secondary handicapping condition of day students with mental retardation (only an estimated 4 percent of all students with mental retardation were noted to have secondary conditions of hearing or visual impairments).

Among all public school students with mental retardation, the most frequent combination of primary and secondary conditions was profound mental retardation and orthopedic/physical impairments (about 11 percent or 7,900 total students).

Table II.6

Primary and Secondary Handicapping Conditions of Mentally Retarded Separate Day School Students by Level of Retardation, Secondary Disability and Public/Private Operation of Facility
(Percent of Students Age 0-21)

| Nature of Primary Disability | Estimated Total Students | Principal Secondary Disability of Student: No Secondary Disability | Orthopedic or Physical Impairment | Emotional or Behavioral Disturbance | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | |
| Mild | | 7.8 | 0.6 | 1.3 | 0.2 | 0.2 | 2.6 | 0.1 | 0.3 | 13.1 |
| Moderate | | 24.3 | 3.3 | 2.9 | 0.5 | 0.5 | 8.5 | 0.6 | 0.6 | 41.3 |
| Severe | | 11.4 | 5.7 | 1.0 | 0.5 | 0.8 | 5.5 | 0.7 | 0.1 | 25.6 |
| Profound | | 4.0 | 10.6 | 0.6 | 0.1 | 0.9 | 3.1 | 0.6 | 0.2 | 20.1 |
| Total Public | 74,629 | 47.6 | 20.1 | 5.8 | 1.4 | 2.4 | 19.7 | 2.0 | 1.2 | 100.0 |
| PRIVATE | | | | | | | | | | |
| Mild | | 15.2 | 3.6 | 9.1 | <0.1 | 0.4 | 5.8 | 0.0 | 0.1 | 34.2 |
| Moderate | | 12.8 | 6.9 | 2.6 | 0.7 | 1.4 | 7.1 | 0.7 | 1.6 | 33.8 |
| Severe | | 2.8 | 4.1 | 2.6 | 0.7 | 0.1 | 3.0 | 0.5 | 2.8 | 16.5 |
| Profound | | 9.4 | 4.4 | 0.3 | 0.1 | 0.4 | 0.1 | 0.5 | 0.3 | 15.5 |
| Total Private | 14,527 | 40.2 | 19.0 | 14.6 | 1.5 | 2.2 | 16.1 | 1.7 | 4.7 | 100.0 |
| TOTAL ALL STUDENTS | 89,156 | 46.3 | 19.9 | 7.7 | 1.4 | 2.3 | 18.8 | 1.9 | 1.9 | 100.0 |

Notes.
Data for this table were provided by day schools with 42,525 of 136,593 students (unweighted) in the day school sample.
Percentages represent percent of all separate day school students with a primary diagnosis of mental retardation. For example, 7.8% of day school students with mental retardation were estimated to have mild mental retardation and no secondary disability; 0.6% of students were estimated to have mild mental retardation and secondary disability of an orthopedic or physical nature; 1.3% of students were estimated to have mild mental retardation and secondary disability of an emotional or behavioral nature; and so forth.
Some relatively small differences may be noted between statistics in this table and those in Table II.1 in the distribution of students by severity of primary handicapping condition. This is due to the lower response rate for statistics on the secondary conditions of students than for the severity of primary condition.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Another frequent combination in public schools was students with moderate mental retardation and speech or language impairments (about 9 percent or 6,350 total students). Among private day school students with a primary diagnosis of mental retardation, the most common secondary disorder was emotional or behavioral (an estimated 15 percent of all private day school students most of whom were reported to have mild or moderate mental retardation). In general, the most notable difference among separate public and private day school students with mental retardation appears to be that the private school students are more likely to have mild mental retardation with accompanying emotional or behavioral disabilities.

Table II.7 presents the level of mental retardation and associated secondary disabilities of students with a primary diagnosis of mental retardation in residential schools by public and private operation. In all, there were an estimated 17,171 students with mental retardation in residential schools. An estimated 10,355 were in publicly operated settings, 6,816 in privately operated schools. Children and youth with a primary diagnosis of mental retardation in residential schools were not only much more likely than day school students to have profound mental retardation, they were much more likely to have secondary conditions in addition to mental retardation (71 percent of all residential students as compared with 53 percent among day school students). About 68 percent of students with mental retardation in public residential facilities and 75 percent in private residential facilities were reported to have secondary conditions.

When categorized by primary and secondary conditions, the single largest group of residential students were those with profound mental retardation and orthopedic/physical impairments (33 percent of public residential facility

## Table II.7

### Primary and Secondary Handicapping Conditions of Mentally Retarded Separate Residential School Students by Level of Retardation, Secondary Disability and Public/Private Operation of Facility (Percent of Students Age 0-21)

| | | Principal Secondary Disability of Student | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Nature of Primary Disability | Estimated Total Students | No Secondary Disability | Orthopedic or Physical Impairment | Emotional or Behavioral Disturbance | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
| PUBLIC | | | | | | | | | | |
| Mild | | 5.3 | 0.2 | 1.7 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 7.3 |
| Moderate | | 5.8 | 0.3 | 3.0 | <0.1 | 0.1 | 0.6 | <0.1 | 0.1 | 9.9 |
| Severe | | 4.6 | 6.3 | 4.4 | 0.3 | 0.9 | 2.2 | 1.2 | 0.0 | 19.9 |
| Profound | | 16.5 | 32.8 | 4.6 | 0.6 | 3.6 | 2.0 | 0.5 | 2.2 | 62.8 |
| Total Public | 10,355 | 32.2 | 39.6 | 13.7 | 0.9 | 4.7 | 4.7 | 1.7 | 2.4 | 100.0 |
| PRIVATE | | | | | | | | | | |
| Mild | | 8.1 | 0.7 | 4.3 | 0.0 | 0.1 | 0.4 | 0.4 | 2.7 | 16.6 |
| Moderate | | 6.4 | 6.9 | 8.4 | 0.1 | 0.0 | 0.3 | 0.3 | 0.6 | 22.9 |
| Severe | | 4.7 | 7.6 | 0.7 | <0.1 | 0.0 | 4.1 | 4.3 | 0.7 | 22.1 |
| Profound | | 5.5 | 21.0 | 7.7 | <0.1 | <0.1 | 0.2 | 3.6 | 0.4 | 38.4 |
| Total Private | 6,816 | 24.7 | 36.2 | 21.1 | 0.2 | 0.1 | 5.0 | 8.6 | 3.9 | 100.0 |
| TOTAL ALL STUDENTS | 17,171 | 29.2 | 38.3 | 16.6 | 0.6 | 2.9 | 4.8 | 4.4 | 3.3 | 100.0 |

Notes.
Data for this table were provided by residential facilities with 20,847 of 56,626 students (unweighted) in the residential facility sample.
Percentages represent percent of all residential school students with a primary diagnosis of mental retardation. For example, 5.3% of public residential school students with mental retardation were estimated to have mild mental retardation and no secondary disability; 0.2% of students were estimated to have mild mental retardation and secondary disability of an orthopedic or physical nature; 1.7% of public residential school students were estimated to have mild mental retardation and secondary disability of an emotional or behavioral nature; and so forth.
Some relatively small differences may be noted between statistics in this table and those in Table II.2 in the distribution of students by severity of primary handicapping condition. This is due to the lower response rate for statistics on the secondary conditions of students than for the severity of the primary condition.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

students, and 36 percent of private residential facility students). An estimated 38 percent of all students with a primary diagnosis of mental retardation in residential facilities were reported to have secondary orthopedic or physical handicaps. The second most common secondary condition among the residential facility students with mental retardation was emotional or behavior problems. These were reported for 17 percent of students, including 14 percent of those in public institutions and 21 percent of those in private institutions. An estimated 4 percent of all students identified as having the primary condition mental retardation were also reported to have autism. These included 9 percent of the private residential facility students with mental retardation as a primary condition.

### 4. Students With Emotional Disturbance

Table II.8 presents the classifications of emotional disturbance and the other secondary disabling conditions of students with primary diagnoses of emotional disturbance in separate day schools according to public and private operation. In all, there were an estimated 44,185 such students, 27,830 in public day schools and 16,355 in private schools. Day schools reported that most of their students (64 percent) had no secondary disabling conditions. Public day schools reported 66 percent of their students had no secondary conditions, private schools reported 59 percent with no secondary condition. The most common secondary conditions reported were learning disabilities (14 percent), mild or moderate mental retardation (10 percent), and speech or language impairments (8 percent). Patterns were similar, but not identical in public and private facilities, with private facilities reporting slightly

Table II.8

## Primary and Secondary Handicapping Conditions of Emotionally Disturbed Separate Day School Students by Nature of Primary Emotional/Behavioral Disorder, Secondary Disability, and Public/Private Operation

(Percent of Students Age 0-21)

| Nature of Primary Emotional/Behavioral Disorder | Estimated Total Students | Principal Secondary Disability of Student | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Orthopedic/ Health Impairment | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
| PUBLIC | | | | | | | | | | | |
| Attention Deficit Disorders | | 9.4 | 2.0 | 1.1 | 0.5 | 0.0 | 0.0 | 2.5 | 4.2 | 0.2 | 19.9 |
| Serious Conduct/Behavior Disorders | | 42.9 | 7.1 | 0.4 | 0.1 | 0.1 | <0.1 | 2.1 | 5.6 | 0.5 | 58.7 |
| Anxiety or Withdrawal Disorders | | 5.7 | 0.1 | 0.0 | 0.0 | 0.0 | <0.1 | 1.4 | 0.8 | 0.1 | 8.1 |
| Pervasive Developmental Disorders | | 0.8 | 0.7 | 0.7 | 0.0 | 0.0 | 0.0 | 0.4 | 0.1 | <0.1 | 2.8 |
| Substance Abuse/Dependency Disorders | | 1.6 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | <0.1 | <0.1 | 1.8 |
| Psychotic or Schizophrenic Thought Disorders | | 2.7 | 0.6 | 0.0 | <0.1 | <0.1 | 0.0 | 0.1 | 0.8 | <0.1 | 4.3 |
| Other | | 3.2 | 0.2 | 0.2 | 0.0 | 0.0 | 0.0 | 0.9 | 0.4 | <0.1 | 4.4 |
| Total Public | 27,830 | 66.4 | 10.3 | 2.4 | 0.6 | 0.1 | 0.1 | 7.0 | 11.9 | 0.9 | 100.0 |
| PRIVATE | | | | | | | | | | | |
| Attention Deficit Disorders | | 8.1 | 0.6 | 2.3 | 0.0 | 0.0 | 0.0 | 1.7 | 3.4 | 0.1 | 16.2 |
| Serious Conduct/Behavior Disorders | | 22.5 | 2.2 | 0.3 | 0.0 | 0.1 | <0.1 | 4.2 | 8.7 | 0.4 | 38.4 |
| Anxiety or Withdrawal Disorders | | 7.1 | 1.8 | 0.0 | <0.1 | 0.0 | 0.0 | 1.3 | 1.1 | 0.1 | 11.4 |
| Pervasive Developmental Disorders | | 11.1 | 1.2 | 0.0 | <0.1 | <0.1 | 0.0 | 1.8 | 1.2 | 0.1 | 15.5 |
| Substance Abuse/Dependency Disorders | | 0.7 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.0 | 1.0 |
| Psychotic or Schizophrenic Thought Disorders | | 5.4 | 1.4 | 0.0 | 0.2 | 0.2 | 0.0 | 0.6 | 2.2 | 0.6 | 10.5 |
| Other | | 4.6 | 0.6 | <0.1 | 0.0 | 0.0 | 0.0 | 1.2 | 0.3 | 0.2 | 6.9 |
| Total Private | 16,355 | 59.4 | 7.8 | 2.5 | 0.2 | 0.4 | <0.1 | 10.8 | 17.3 | 1.5 | 100.00 |
| TOTAL ALL STUDENTS | 44,185 | 64.4 | 9.6 | 2.4 | 0.4 | 0.2 | <0.1 | 8.2 | 13.6 | 1.1 | 100.00 |

Notes.

Percentages represent percent of all day school students with a primary diagnosis of emotional disturbance. For example, 9.4% of public school students with emotional disturbance were reported to have attention deficit disorders with no secondary disability.

Data for this table were reported by day school with 48,609 of 136,593 students (unweighted) in the day facility sample. Some relatively small differences may be noted between statistics in this table and those in Tables II.1 in the distribution of persons by severity of primary disability. This is due to the lower response rate for statistics on the secondary conditions of students populations (36%) than for the severity of the primary condition.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

higher proportions of students with secondary learning disabilities and speech/language impairments than public facilities (17 percent and 11 percent versus 12 percent and 7 percent, respectively). Public and private facilities reported similar proportions of students with emotional disturbance also having mild or moderate mental retardation (10 percent and 8 percent, respectively). The largest group of students with emotional disturbance with secondary handicapping conditions was made up of students reported to have serious conduct or behavior disorders and learning disabilities (6 percent of all students). Students with conduct or behavior disorders and mild or moderate mental retardation comprised an estimated 5.5 percent of the day students with primary diagnoses of emotional disturbance. Only an estimated 4 percent of day school students with emotional disturbance were reported to have secondary conditions other than learning disabilities, mild or moderate mental retardation of speech or language disorders.

Table II.9 presents the classifications of emotional disturbance and other secondary disabling conditions of students with primary diagnosis of emotional disturbance in residential schools according to public and private operation. In all, there were an estimated 49,277 such students, 12,427 in schools operated by public agencies and 36,850 in schools operated by private agencies. The estimated proportion of residential school students with no secondary disabling conditions (68 percent) was similar to the estimate for day schools (64 percent). For the approximate one-third of students who were reported to have secondary conditions the most commonly reported were learning disabilities (18 percent as compared with 17 percent in day schools and mild or moderate mental retardation (8 percent as compared with 10 percent in the

### Table II.9

### Primary and Secondary Handicapping Conditions of Emotionally Disturbed Separate Residential School Students by Nature of Primary Emotional/Behavioral Disorder, Secondary Disability, and Public/Private Operation (Percent of Students Age 0-21)

| | | Principal Secondary Disability of Student | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Nature of Primary Emotional/Behavioral Disorder | Estimated Total Students | No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Orthopedic/Health Impairment | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
| PUBLIC | | | | | | | | | | | |
| Attention Deficit Disorders | | 16.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.3 | 17.2 |
| Serious Conduct/Behavior Disorders | | 36.8 | 14.5 | 0.0 | 0.0 | 0.1 | 0.0 | 0.8 | 5.6 | 0.5 | 58.3 |
| Anxiety or Withdrawal Disorders | | 5.7 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.5 | 0.4 | 6.7 |
| Pervasive Developmental Disorders | | 2.3 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.3 | 0.0 | 2.8 |
| Substance Abuse/Dependency Disorders | | 5.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 6.0 |
| Psychotic or Schizophrenic Thought Disorders | | 4.5 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.9 | 0.3 | 5.8 |
| Other | | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 3.2 |
| Total Public | 12,247 | 74.2 | 14.7 | 0.0 | 0.0 | 0.1 | 0.0 | 0.9 | 8.4 | 1.7 | 100.0 |
| PRIVATE | | | | | | | | | | | |
| Attention Deficit Disorders | | 9.5 | 1.3 | 0.0 | 0.0 | <0.1 | <0.1 | 0.3 | 7.0 | 0.2 | 18.3 |
| Serious Conduct/Behavior Disorders | | 35.0 | 2.6 | 0.0 | 0.2 | 0.1 | 0.0 | 1.8 | 6.6 | 0.6 | 46.8 |
| Anxiety or Withdrawal Disorders | | 6.1 | 0.4 | 0.0 | 0.0 | 0.1 | 0.0 | 0.7 | 3.1 | 0.3 | 10.5 |
| Pervasive Developmental Disorders | | 1.6 | 1.3 | 0.6 | <0.1 | 0.0 | <0.1 | 0.2 | 0.6 | 0.3 | 4.6 |
| Substance Abuse/Dependency Disorders | | 3.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.6 | 0.1 | 4.6 |
| Psychotic or Schizophrenic Thought Disorders | | 3.2 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.5 | 0.1 | 5.0 |
| Other | | 7.7 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 1.1 | 1.1 | 10.1 |
| Total Private | 36,850 | 66.8 | 6.8 | 0.6 | 0.2 | 0.3 | <0.1 | 3.3 | 19.4 | 2.7 | 100.0 |
| TOTAL ALL STUDENTS | 49,377 | 67.9 | 8.0 | 0.5 | 0.2 | 0.2 | <0.1 | 2.9 | 17.7 | 2.6 | 100.0 |

Notes.

Percentages represent percent of all residential school students with a primary diagnosis of emotional disturbance. For example, 16.2% of public school students with emotional disturbance were reported to have attention deficit disorders with no secondary disability.

Total may not equal sum because of rounding.

Data for this table were reported by residential facilities with 18,325 of 56,326 students (unweighted) in the residential facility sample. Some relatively small differences may be noted between the statistics in this table and those in Table II.2 in the distribution of students by severity of primary handicapping condition. This is due to the lower response rate for statistics on the secondary conditions of students than for the severity of the primary condition.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

day schools). While public and private facilities reported generally comparable distributions of the primary emotional/behavioral disorders of students (e.g., 49 percent and 58 percent respectively for conduct/behavior disorders, 17 percent and 16 percent respectively for attention deficit disorders), notable differences were reported in the major secondary conditions reported for students. Public residential schools reported 15 percent of their students with emotional disturbance had secondary conditions of mild or moderate mental retardation as compared with 7 percent of the private facility students. Private facilities reported that 17 percent of their students with emotional disturbance had learning disabilities as compared with 11 percent of the public facility students.

### 5. Students With Hearing Impairments

Table II.10 presents the nature of hearing impairments and other secondary disabling conditions of day school students with primary diagnoses of hearing impairments according to public or private operation of those schools. In all, there were an estimated 4,556 day school students with hearing impairments as their primary diagnosis, 3,039 in public schools and 1,517 in private schools. An estimated 57 percent of these day school students had no secondary disabling conditions, including 68 percent of the private school students. Mild or moderate mental retardation was the most common secondary condition for day students with hearing impairments. Day schools reported about 16 percent of their day school students with primary hearing impairments were also mildly or moderately mentally retarded (16 percent in both public and private schools). Orthopedic or physical

### Table II.10

### Primary and Secondary Handicapping Conditions of Hearing Impaired Separate Day School Students by Nature of Impairment, Secondary Disability, and Public/Private Operation of Facility (Percent of Students Age 0-21)

| Nature of Hearing Impairment | Estimated Total Students | Principal Secondary Disability of Student: No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Orthopedic or Physical Impairment | Emotional Behavior Disturbance | Legally Blind | Other Visual | Learning Disability | Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | |
| Prelingual mild | | 3.5 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 | 0.2 | 5.5 |
| Prelingual moderate | | 12.6 | 0.1 | 0.1 | 4.3 | 0.0 | 0.0 | 0.0 | 1.7 | 0.4 | 19.3 |
| Prelingual severe | | 32.2 | 14.3 | 0.1 | 8.9 | 7.3 | 0.0 | 0.0 | 4.2 | 3.7 | 70.6 |
| Postlingual mild | | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.4 |
| Postlingual moderate | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Postlingual severe | | 2.1 | 2.1 | 0.0 | 0.0 | <0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 4.2 |
| Total Public | 3,039 | 50.8 | 16.5 | 1.2 | 13.2 | 7.3 | 0.0 | 0.0 | 6.7 | 4.3 | 100.0 |
| PRIVATE | | | | | | | | | | | |
| Prelingual mild | | * | * | * | * | * | * | * | * | * | * |
| Prelingual moderate | | * | * | * | * | * | * | * | * | * | * |
| Prelingual severe | | * | * | * | * | * | * | * | * | * | * |
| Postlingual mild | | * | * | * | * | * | * | * | * | * | * |
| Postlingual moderate | | * | * | * | * | * | * | * | * | * | * |
| Postlingual severe | | * | * | * | * | * | * | * | * | * | * |
| Total Private | 1,517 | * | * | * | * | * | * | * | * | * | 100.0 |
| TOTAL ALL STUDENTS | 4,556 | 56.7 | 16.3 | 3.2 | 9.7 | 4.9 | 0.1 | 0.1 | 5.8 | 3.2 | 100.0 |

Notes.
Percentages represent percent of all day school students with a primary diagnosis of hearing impairment. For example, 3.5% of public day school students with hearing impairment were reported to have mild prelingual hearing loss with no secondary disabilities.
Data for this table were reported by day schools with 51,875 of 136,593 students (unweighted) in the day school sample. Some relatively small differences may be noted between the statistics in this table and those in Table II.1 in the distribution of students by severity of primary handicapping condition. This is due to the lower response rate on the secondary conditions than on the severity of primary conditions (69.5%).
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

impairments were reported as the most significant secondary condition of 10 percent of the day school students with hearing impairments. Secondary learning disabilities were reported for an estimated 6 percent of hearing impaired students; emotional disturbance for 5 percent.

Table II.11 presents the nature of hearing impairments and other secondary disabling conditions of residential school students with primary diagnoses of hearing impairment. Separate estimates are provided for public and private school students. In all, there were an estimated 10,179 hearing impaired students in residential schools, 7,131 in publicly operated schools and 3,048 in privately operated schools. An estimated 59 percent of residential school students with hearing impairments were reported to have no secondary impairments. The proportion was somewhat higher for public residential schools (61 percent) than for the private schools (55 percent). Public and private residential facilities demonstrated differences in their hearing impaired student populations both in terms of primary and combined primary and secondary conditions. For example, 85 percent of the students of public residential schools were reported to have severe prelingual deafness in comparison to only 61 percent of the private school residents. About 7 percent of the private residential school students were reported to have prelingual deafness in the moderate range as compared with 36 percent of the private school residents. A notable statistic with respect to the secondary conditions of the public residential schools was that 12 percent of the students reported to have primary diagnoses of hearing impairments were also indicated to have a secondary condition of "legal blindness" (i.e., maximum acuity in the better eye, of 20/200 or less or a visual field of no greater than 20 degrees with all appropriate corrections). Public and private

## Table II.11

### Primary and Secondary Handicapping Conditions of Hearing Impaired Separate Residential School Students by Nature of Impairment, Secondary Disability, and Public/Private Operation of Facility (Percent of Students Age 0-21)

| | | Principal Secondary Disability of Student | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Nature of Hearing Impairment | Estimated Total Students | No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Orthopedic or Physical Impairment | Emotional Behavior Disturbance | Legally Blind | Other Visual | Learning Disability | Other | Total |
| PUBLIC | | | | | | | | | | | |
| Prelingual mild | | 0.5 | 0.1 | 0.2 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 1.1 |
| Prelingual moderate | | 2.2 | 0.8 | 0.2 | 0.0 | 0.2 | 2.9 | 0.0 | 0.2 | 0.1 | 6.7 |
| Prelingual severe | | 52.5 | 5.2 | 1.2 | 2.6 | 2.5 | 9.4 | 0.3 | 9.6 | 1.9 | 85.2 |
| Postlingual mild | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Postlingual moderate | | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 |
| Postlingual severe | | 5.8 | 0.2 | 0.0 | 0.1 | 0.2 | 0.1 | <0.1 | 0.2 | 0.1 | 6.7 |
| Total Public | 7,131 | 61.3 | 6.4 | 1.7 | 2.7 | 2.9 | 12.4 | 0.3 | 10.1 | 2.2 | 100.0 |
| PRIVATE | | | | | | | | | | | |
| Prelingual mild | | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.2 | 1.4 |
| Prelingual moderate | | 4.8 | 0.1 | 0.6 | 0.0 | 30.4 | 0.0 | 0.0 | <0.1 | 0.0 | 35.9 |
| Prelingual severe | | 48.7 | 0.4 | 2.6 | 1.2 | 1.6 | 0.1 | 2.0 | 3.7 | 0.4 | 60.6 |
| Postlingual mild | | 0.3 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.4 |
| Postlingual moderate | | 0.4 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.3 | 0.0 | 0.8 |
| Postlingual severe | | 0.7 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.9 |
| Total Private | 3,048 | 55.1 | 0.7 | 3.2 | 1.3 | 32.1 | 0.1 | 2.0 | 4.1 | 1.5 | 100.0 |
| TOTAL ALL STUDENTS | 10,179 | 59.1 | 4.7 | 2.8 | 2.3 | 11.7 | 8.5 | 1.0 | 8.0 | 1.9 | 100.0 |

Notes.

Percentages represent percent of all residential school students with a primary diagnosis of hearing impairment. For example, 0.5% of public residential school students with hearing impairments were reported to have mild prelingual hearing loss with no secondary disabilities.

Data for this table were reported by residential facilities with 21,138 of 56,626 students (unweighted) in the residential facility sample.

Relatively minor differences may be noted between the statistics in this table and Table II.2 in the distribution of students by severity of primary handicapping conditions. This is due to a lower response rate for statistics on secondary conditions of student populations than for severity of primary handicapping condition.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

residential schools differ greatly in the proportion of students with secondary emotional disabilities. About 32 percent of all private residential school students with hearing impairments were estimated to have such problems as compared with only 3 percent of the public facility students. Orthopedic and other physical impairments and severe or profound mental retardation were quite rare among hearing impaired students of both public and private schools.

### 6. Students With Visual Impairments

Few day schools were identified as primarily serving students with visual impairments and insufficient numbers of students with a primary disability of visual impairment were identified for separate analyses. Because students with visual impairments were usually identified in facilities serving other categories of primary diagnosis, there may have been a tendency to report the primary diagnosis of these students as the primary diagnosis served by the school, and the visual impairment as secondary.

Table II.12 presents the nature of visual impairments and other secondary conditions of residential school students identified as having primary diagnosis of visual impairment. Detailed estimates are presented only for students in publicly operated residential schools, as insufficient numbers of students were identified in private schools for separate analysis. It was estimated that a total of 2,910 children and youth with primary disabling visual impairments, including students who were blind and deaf, were in residential schools, an estimated 2,460 of whom were in public residential schools.

Table II.12

Primary and Secondary Handicapping Conditions of Visually Impaired Separate Residential School Students by Nature of Impairment, Secondary Disability, and Public/Private Operation of Facility
(Percent of Students Age 0-21)

| | | Principal Secondary Disability of Student | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Nature of Visual Impairment | Estimated Total Students | No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Orthopedic or Physical Impairment | Emotional Behavior Disturbance | Hearing Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
| PUBLIC | | | | | | | | | | | |
| Functionally Blind | | 16.9 | 7.4 | 3.4 | 4.1 | 0.6 | 0.0 | 0.0 | 0.9 | 0.6 | 33.9 |
| Legally (but not Functionally) Blind | | 32.5 | 8.0 | 0.3 | 3.0 | 0.3 | 0.0 | 0.0 | 0.3 | 0.2 | 44.6 |
| Partially Sighted | | 6.2 | 2.5 | 0.9 | 0.2 | 1.4 | 0.0 | 0.2 | 0.0 | 0.0 | 11.3 |
| Deaf-Blind | | 0.5 | 1.6 | 3.7 | 4.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.1 |
| Total Public | 2,460 | 56.0 | 19.6 | 8.3 | 11.7 | 2.3 | 0.0 | 0.2 | 1.2 | 0.8 | 100.0 |
| PRIVATE | | | | | | | | | | | |
| Functionally Blind | | * | * | * | * | * | * | * | * | * | * |
| Legally (but not Functionally) Blind | | * | * | * | * | * | * | * | * | * | * |
| Partially Sighted | | * | * | * | * | * | * | * | * | * | * |
| Deaf-Blind | | * | * | * | * | * | * | * | * | * | * |
| Total Private | 450 | * | * | * | * | * | * | * | * | * | 100.0 |
| TOTAL ALL STUDENTS | 2,910 | 46.8 | 25.5 | 6.0 | 8.5 | 11.4 | 0.0 | 0.3 | 0.9 | 0.6 | 100.0 |

Notes.
Percentages represent percent of all residential school students with visual handicaps including blind and deaf as a primary diagnosis. For example, 16.9% of public residential school students with visual impairments were reported to be functionally blind with no secondary disability.
Data for this table were reported by residential facilities with 21,795 of 56,626 students (unweighted) in the residential facility sample. Some relatively minor difference may be noted between the statistics in this table and in Table II.2 in the distribution of students by severity of their primary handicapping condition. This is due to a lower response rate on the secondary conditions of student populations than for the severity of the primary conditions.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

In general, about 53 percent of residential school students with visual impairments were indicated to have secondary conditions. Among those who did, the most common were mild or moderate mental retardation (25.5 percent), emotional disturbance (11 percent), orthopedic or physical impairments (8.5 percent), and severe or profound mental retardation (6 percent). About 10 percent of the population of public residential school students with primary visual impairments were also reported to be deaf.

### 7. Students With Orthopedic or Physical Impairments

Table II.13 presents the nature of orthopedic and physical impairments and other secondary conditions of day school students identified as having primary diagnoses of orthopedic and physical impairments. Separate estimates are provided for both public and private day facilities. In all, there were an estimated 7,526 students with orthopedic or physical handicaps in separate public day schools, 4,705 in private. Relatively small differences were found in the distribution of public and private day school students with primary orthopedic or physical handicaps by the nature of the primary condition or secondary conditions, if any, reported for these students. Overall, an estimated 63 percent of these students had secondary conditions in addition to their primary conditions. The estimated prevalence of secondary conditions among public day school students with orthopedic or other physical impairments was 60 percent, among private school students, 68 percent.

Cerebral palsy was the most common primary handicapping condition among the day school students, affecting 55 percent (an estimated 6,750 students),

Table II.13

Primary and Secondary Handicapping Conditions of Orthopedically or Physically Impaired Separate Day School Students
by Type of Impairment, Secondary Disability, and Public/Private Operation of Facility
(Percent of Students Age 0-21)

| Type of Orthopedic or Physical Impairment | Estimated Total Students | Principal Secondary Disability of Student: No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Health Impairment | Emotional Behavior Disturbance | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | |
| Cerebral Palsy | | 21.1 | 8.9 | 4.8 | 0.9 | <0.1 | 0.2 | 1.0 | 14.7 | 1.8 | 2.0 | 55.5 |
| Quadri-, Para-, Hemiplegia | | 3.9 | 1.5 | 1.3 | 0.4 | 0.0 | <0.1 | <0.1 | 1.7 | 1.9 | 0.1 | 10.0 |
| Missing/deformed limbs | | 1.5 | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | <0.1 | 0.0 | 3.4 |
| Other Neurological or Musculoskeletal conditions | | 13.7 | 8.2 | 2.4 | 1.1 | 0.3 | 0.0 | 0.0 | 2.1 | 1.3 | 0.9 | 30.1 |
| Total Public | 7,526 | 40.2 | 20.3 | 8.5 | 2.4 | 0.3 | 0.2 | 1.0 | 18.7 | 5.0 | 3.0 | 100.0 |
| PRIVATE | | | | | | | | | | | | |
| Cerebral Palsy | | 12.9 | 10.0 | 14.3 | 0.7 | 0.0 | 0.5 | 0.6 | 13.2 | 2.2 | 0.3 | 54.6 |
| Quadri-, Para-, Hemiplegia | | 2.0 | 0.6 | 0.8 | 0.3 | 0.0 | 0.0 | 0.3 | 1.9 | 1.0 | 0.0 | 7.0 |
| Missing/deformed limbs | | 0.6 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.9 |
| Other Neurological or Musculoskeletal conditions | | 16.8 | 4.2 | 0.6 | 0.8 | 0.0 | 0.1 | 0.6 | 9.1 | 0.7 | 4.8 | 37.5 |
| Total Private | 4,705 | 32.3 | 16.8 | 15.9 | 1.9 | 0.0 | 0.6 | 1.5 | 24.3 | 3.9 | 5.1 | 100.0 |
| TOTAL ALL STUDENTS | 12,231 | 37.4 | 18.2 | 11.4 | 2.2 | 0.2 | 0.4 | 1.2 | 21.1 | 4.6 | 3.8 | 100.0 |

Notes.
Percentages represent percent of all day school students with orthopedic or physical handicap as primary diagnosis. For example, 21.1% of public day school students with an orthopedic or physical impairment were reported to have cerebral palsy with no secondary disabilities.
Data for this table with 50,571 of 136,593 students (unweighted) in the day school sample. Some relatively minor differences may be noted between statistics in this table and Table II.1 in the distribution of students by severity of primary handicapping condition. This is due to a lower response rate for statistics on the secondary conditions of student populations than for the severity of the primary condition.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

with cerebral palsy was equally common among physically impaired students in public and private day schools. However, public day school students with cerebral palsy were somewhat less likely to be reported as having secondary conditions (62 percent as compared with 76 percent of private school students with cerebral palsy). The most commonly identified secondary handicaps for students with cerebral palsy was mental retardation (25 percent of public day school students with cerebral palsy, 44 percent of private school students). The next most commonly reported secondary handicaps for students with cerebral palsy were speech or language impairments (15 percent of public day school students, 13 percent of private school students).

Next to cerebral palsy the most common primary orthopedic or physical conditions of separate day school students were classified as "other neurological or musculoskeletal conditions," (e.g., spina bifida, muscular dystrophy). About 45 percent of all both public and private day school students with these primary conditions were reported to have no secondary conditions.

Among all students with physical impairments mental retardation was reported as a secondary condition for 30 percent. About 61 percent of the day students with a secondary diagnosis of mental retardation were reported to be mildly/moderately mentally retarded. The next most commonly reported secondary condition was a speech or language impairment (19 percent of public day school students, 21 percent of private day school students). Learning disabilities were a reported secondary condition of 5 percent of the day students with primary orthopedic or physical conditions (5 percent of public day school students, 4 percent of those in private day schools).

Table II.14 presents the nature of orthopedic and physical impairments and other secondary conditions of residential facility students identified as having a primary diagnosis of orthopedic and physical impairments. Insufficient numbers of students were identified for separate estimates for public and private facilities. About 52 percent of residential school students with physical impairments was reported to have a primary condition of cerebral palsy (see Table II.2). Distributions of students by primary physical or orthopedic impairments in public and private residential facilities were similar to distributions of day students. However, residential facility students with primary orthopedic or physical conditions were much less likely to be reported as having secondary conditions. An estimated 15 percent of students with primary orthopedic or physical impairments were reported to have secondary conditions of mental retardation. Most of these individuals were reported to have mild or moderate mental retardation (12 percent of all residential school students with orthopedic/physical impairments). Another 13 percent of these students had secondary handicapping conditions other than the major categories used by this study.

### 8. Students With Health Impairments and Autism

Table II.15 presents estimates of the nature of health impairments and other secondary conditions of day school students identified as having primary diagnoses of health impairments. As is the practice in the OSEP statistics, autism has been included in this table on health impairments. In all, there were an estimated 3,489 day students with health impairments and 5,707

Table II.14

Primary and Secondary Handicapping Conditions of Orthopedically or Physically Impaired Separate Residential School Students by Type of Impairment, Secondary Disability, and Public/Private Operation of Facility
(Percent of Students Age 0-21)

| Type of Orthopedic or Physical Impairment | Estimated Total Students | Principal Secondary Disability of Student | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Health Impairment | Emotional Behavior Disturbance | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
| TOTAL ALL STUDENTS | 1,283 | 61.0 | 12.3 | 2.6 | 0.0 | 1.2 | 0.0 | 2.9 | 3.3 | 3.9 | 12.8 | 100.0 |

Notes.

Percentages represent percent of all students with orthopedic or physical handicap as primary diagnosis. For example, 61% of residential school students with an orthopedic or physical impairment were reported to have no secondary disabilities.

Data for this table were reported by residential facilities with 22,704 of 56,626 students (unweighted) in the residential facility sample. Some relatively minor difference may be noted between the statistics in this table and in Table II.2 in the distribution of students by severity of their primary handicapping condition. This is due to a lower response rate on the secondary conditions of students populations than for the severity of the primary conditions.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100 it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Table II.15

Primary and Secondary Handicapping Conditions of Health Impaired and Autistic Separate Day School Students
by Type of Impairment, Secondary Disability, and Public/Private Operation of Facility
(Percent of Students Age 0-21)

| Type of Health Impairment | Estimated Total Students | Principal Secondary Disability of Student | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Health Impairment | Emotional Behavior Disturbance | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
| PUBLIC | | | | | | | | | | | | |
| Respiratory conditions | | 9.3 | 1.1 | 9.7 | 0.0 | 0.0 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 20.4 |
| Circulatory conditions | | 0.9 | 2.3 | 0.9 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.2 | 0.0 | 4.6 |
| Other health | | 36.5 | 24.7 | 1.4 | 1.6 | 0.2 | 0.0 | 0.5 | 3.1 | 0.5 | 6.4 | 74.9 |
| Total, health impairments other than autism | 2,341 | 46.8 | 28.1 | 12.0 | 1.6 | 0.2 | 0.5 | 0.5 | 3.1 | 0.7 | 6.4 | 100.0 |
| Total autism | 3,896 | 40.0 | 18.2 | 18.2 | 0.7 | 1.5 | 0.6 | 0.2 | 19.2 | 0.0 | 1.6 | 100.0 |
| PRIVATE | | | | | | | | | | | | |
| Respiratory conditions | | * | * | * | * | * | * | * | * | * | * | * |
| Circulatory conditions | | * | * | * | * | * | * | * | * | * | * | * |
| Other health | | * | * | * | * | * | * | * | * | * | * | * |
| Total, health impairments other than autism | 1,148 | * | * | * | * | * | * | * | * | * | * | 100.0 |
| Total autism | 1,811 | * | * | * | * | * | * | * | * | * | * | 100.0 |
| TOTAL ALL STUDENTS: HEALTH | 3,489 | 35.5 | 28.1 | 10.3 | 4.6 | 2.6 | 0.3 | 1.6 | 10.9 | 1.0 | 4.9 | 100.0 |
| TOTAL ALL STUDENTS: AUTISM | 5,707 | 31.4 | 23.4 | 21.2 | 0.4 | 2.7 | 0.4 | 0.1 | 16.7 | 3.3 | 0.5 | 100.0 |

Notes.
Percentages represent percent of all day school students with a health impairment or autism as a primary diagnosis. For example, 9.3% of public day school students with health impairments other than autism were reported to have respiratory conditions with no secondary disabilities.
Data for this table were reported by day schools with 52,046 of 136,593 students (unweighted) in the day school sample. Some relatively minor differences may be noted between the statistics in this table and Table II.1 in the distribution of students by severity of primary handicapping condition. This is due to a lower response rate for statistics on the secondary conditions of student populations than for the severity of the primary condition.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

students with autism in public and private day schools. An estimated 2,206 day students with primary health impairments were in public day schools, nearly half of whom (47 percent) were reported to have no secondary handicapping conditions. The most common secondary condition among students with health impairments (other than autism) was mental retardation (38 percent), usually mild or moderate mental retardation.

There were an estimated 5,707 students with autism in public and private day schools, about 62 percent of the total day school students with primary health impairments. Only about 31 percent of day school students with the primary condition of autism were reported to have no secondary condition. Approximately 44 percent of all students with autism were reported to have secondary mental retardation. Students with secondary mental retardation were generally evenly divided between the mild/moderate and severe/profound categories. It is likely that even higher proportions could be considered as functionally mentally retarded (i.e., I.Q.'s below 70 with deficits in adaptive behavior) as a result of their autism. About 17 percent of students with autism were reported to have a speech or language disorder.

Table II.16 presents estimated proportions of residential school students with autism and other secondary handicaps. An estimated 2,451 children and youth with a primary diagnosis of "autism" were reported to be students in residential schools. Only 21 percent of these students were estimated to be without secondary conditions. An estimated 23 percent were reported to have a secondary condition of severe or profound mental retardation, 12 percent mild or moderate mental retardation, and 23 percent a speech or language impairment. The significance of the 13 percent of students with autism

Table II.16

Primary and Secondary Handicapping Conditions of Autistic Separate Residential Schools Students by Type of Impairment, Secondary Disability, and Public/Private Operation of Facility
(Percent of Students Age 0-21)

| | | Principal Secondary Disability of Student | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Health Impairment | Estimated Total Students | No Secondary Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Health Impairment | Emotional Behavior Disturbance | Hearing Impairment | Visual Impairment | Speech or Language Impairment | Learning Disability | Other | Total |
| TOTAL ALL STUDENTS: AUTISM | 2,451 | 21.3 | 12.1 | 23.4 | 0.0 | 13.4 | 4.0 | 0.0 | 22.7 | 3.0 | 0.0 | 100.0 |

Notes.
Data for this table were reported by residential facilities with 22,540 of 56,626 students (unweighted) in the residential facility sample. Some relative minor differences may be noted between the statistics in this table and in Table II.2 in the distribution of students by severity of their primary handicapping condition. This is due to a lower response rate on the secondary conditions of student populations than for the severity of the primary condition.
Percentages represent percent of all residential school students with autism as a primary diagnosis. For example, 21.3% of residential school students with autism were reported to have no secondary disabilities.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

reported to have emotional or behavioral disturbance is not clear given the use of abnormal behavioral and/or emotional patterns as a component of the diagnostic criteria for autism.

### 9. Students With Multiple Handicaps

Table II.17 presents estimates of the distribution of students in day schools who were multiply handicapped by the two conditions identified as most significant. In all, there are an estimated 32,749 day school students with a diagnosis of multiple handicaps. Students with multiple handicaps were defined as students with two or more handicaps, each being so severely disabling that a single primary handicapping condition cannot be identified. Of course, as noted in previous discussion of secondary conditions, significant proportions of students in day schools had "multiple handicaps" in the sense that they had secondary disabilities. In fact, an estimated 44 percent of non-multiply handicapped day school students were reported to have secondary conditions and if students diagnosed as multiply handicapped are included, a majority (52 percent) of students of separate day schools were reported to have more than one handicapping condition.

Among students specifically identified as multiply handicapped, mental retardation is overwhelmingly reported (94 percent) as one of the two most significant conditions for day students (96 percent of public school students, 88 percent of private school students). About 49 percent were identified as having severe or profound mental retardation and 44 percent as having mild or moderate mental retardation. The second most frequent disabling condition among students indicated to be multiply handicapped was orthopedic/physical impairment (37 percent of public school students and 53 percent of private

### Table II.17

### Combinations of Handicapping Conditions of Multiply Handicapped Separate Day School Students by Combinations of Disability and Public/Private Operation (Percent of Students Age 0-21)

| | | Disability of Student | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Disability of Student | Estimated Total Students | Severe/Profound Mental Retardation | Mild/Moderate Mental Retardation | Deaf | Other Hearing Impairment | Blind | Other Visual Impairment | Orthopedic Impairment | Health Impairment | Emotional Disturbance | Autism | Total |
| PUBLIC | | | | | | | | | | | | |
| Deaf | | 0.7 | 1.6 | X | | | | | | | | 2.3 |
| Hearing Impairment (not deaf) | | 1.1 | 5.9 | X | X | | | | | | | 7.0 |
| Blind | | 2.6 | 1.3 | <0.1 | 0.0 | X | | | | | | 4.0 |
| Visual Impairment (not blind) | | 1.3 | 5.0 | 0.0 | 0.0 | X | X | | | | | 6.3 |
| Orthopedic Impairment | | 25.4 | 11.4 | 0.0 | 0.0 | 0.0 | 0.0 | X | | | | 36.7 |
| Health Impairment | | 5.0 | 8.7 | 0.0 | 0.1 | 0.0 | 0.1 | 0.3 | X | | | 14.1 |
| Autism | | 3.6 | 1.8 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | | X | 6.4 |
| Emotional Disturbance | | 1.5 | 5.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | X | 0.0 | 8.1 |
| Other | | 6.4 | 7.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.5 | 0.0 | 15.0 |
| Total Public | 23,890 | 47.6 | 48.5 | <0.1 | 0.1 | 1.0 | 0.1 | 0.3 | 1.0 | 1.5 | 0.0 | 100.0 |
| PRIVATE | | | | | | | | | | | | |
| Deaf | | 0.1 | 0.0 | X | | | | | | | | 0.1 |
| Hearing Impairment (not deaf) | | 0.4 | 0.7 | X | X | | | | | | | 1.1 |
| Blind | | 1.3 | 0.0 | 0.5 | 0.0 | X | | | | | | 1.7 |
| Visual Impairment (not blind) | | 3.3 | 0.2 | 0.0 | 0.1 | X | X | | | | | 3.6 |
| Orthopedic Impairment | | 33.8 | 12.6 | 1.8 | 0.2 | 0.9 | 2.0 | X | | | | 51.4 |
| Health Impairment | | 3.7 | 6.7 | 0.0 | 0.0 | 0.0 | 0.5 | 2.4 | X | | | 13.4 |
| Autism | | 2.6 | 0.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | X | 3.5 |
| Emotional Disturbance | | 2.3 | 12.0 | 0.0 | 0.0 | <0.1 | 0.0 | 0.3 | 0.0 | | 0.7 | 15.5 |
| Other | | 4.6 | 2.9 | 0.0 | 0.1 | 0.0 | 0.4 | 1.0 | 0.1 | 0.6 | 0.0 | 9.7 |
| Total Private | 8,859 | 52.2 | 36.1 | 2.3 | 0.4 | 1.0 | 2.9 | 3.7 | 0.1 | 0.6 | 0.7 | 100.0 |
| TOTAL ALL STUDENTS | 32,749 | 49.4 | 43.6 | 0.9 | 0.2 | 1.0 | 1.2 | 1.6 | 0.6 | 1.1 | 0.3 | 100.0 |

Notes.

An "X" indicates an inapplicable cell.

Data for this table was provided by facilities with 49,928 of 136,593 students (unweighted) in the day school sample.

Percentages represent percent of all students with multiple handicaps. For example, 0.7% of public day school students with multiple handicaps were reported to be both severely or profoundly mentally retarded and deaf.

Data for this table were reported by day schools with 49,928 of 136,593 students (unweighted) in the day school sample. Some relatively minor differences may be noted between the statistics in this table and Table II.1 in the distribution of students by severity of primary handicapping condition. This is due to a lower response rate for statistics on the secondary conditions of student populations than for the severity of the primary condition.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

school students). The third most frequent impairment reported for persons with multiple handicaps was emotional/behavioral impairments (10 percent of public day school students, 17 percent of private day school students). Health impairments (excluding autism) were identified as one of the significant multiple conditions for 15 percent of the students identified as having multiple handicaps (15 percent in public schools and 14 percent in private schools).

Publicly operated schools had a considerably higher proportion of students with sensory impairments among their multiply handicapped students than did the private schools (21 percent and 10 percent, respectively). Among students identified as multiply handicapped in both public and private day schools, the modal combination of multiple conditions was severe/profound mental retardation and orthopedic/physical handicaps (25 percent and 34 percent, respectively). The second most frequent combination in both types of facilities was mild or moderately mental retardation and orthopedic/physical handicaps (11 percent and 13 percent, respectively).

Table II.18 presents estimates of the distribution of students in residential schools who were reported to be multiply handicapped according to the two conditions identified as most significant. In all, there were an estimated 6,748 residential school students with a primary diagnosis of multiply handicapped. Again, it should be noted that most students in residential schools have more than one handicapping condition, but in most of these instances one of these conditions is diagnosed as the primary condition. In fact, an estimated 43 percent of non-multiply handicapped residential school students were reported to have secondary handicapping conditions, and

Table II.18

Combinations of Handicapping Conditions of Multiply Handicapped Separate Residential School Students
by Combinations of Disability and Public/Private Operation
(Percent of Students Age 0-21)

| Disability | Estimated Total Students | Disability of Student<br>Severe/Profound Mental Retardation | Mild/Moderate Mental Retardation | Deaf | Other Hearing Impairment | Blind | Other Visual Impairment | Orthopedic Impairment | Health Impairment | Emotional Disturbance | Autism | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | |
| Deaf | | 3.3 | 1.0 | x | | | | | | | | 4.3 |
| Hearing Impairment (not deaf) | | 1.8 | 1.5 | x | x | | | | | | | 3.3 |
| Blind | | 6.0 | 2.9 | 0.5 | 0.3 | x | | | | | | 9.7 |
| Visual Impairment (not blind) | | 3.2 | 2.9 | 0.5 | 0.4 | x | x | | | | | 7.0 |
| Orthopedic Impairment | | 30.8 | 9.5 | 0.0 | 2.4 | 0.4 | 3.0 | x | | | | 46.0 |
| Health Impairment | | 3.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.7 | x | | | 6.7 |
| Autism | | 0.3 | 0.4 | 0.0 | 0.0 | 0.0 | 0.1 | 1.0 | 0.0 | | x | 1.8 |
| Emotional Disturbance | | 1.2 | 4.8 | 0.0 | 0.1 | 0.5 | 11.1 | 0.1 | 0.1 | x | 0.0 | 17.8 |
| Other | | 2.5 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.5 |
| Total Public | 2,718 | 52.1 | 24.9 | 1.0 | 3.2 | 0.9 | 14.2 | 3.8 | 0.1 | 0.0 | 0.0 | 100.0 |
| PRIVATE | | | | | | | | | | | | |
| Deaf | | 1.2 | 0.0 | x | | | | | | | | 1.2 |
| Hearing Impairment (not deaf) | | 0.0 | 0.0 | x | x | | | | | | | 0.0 |
| Blind | | 1.3 | 2.5 | 3.2 | 0.0 | x | | | | | | 6.9 |
| Visual Impairment (not blind) | | 0.0 | 0.0 | 0.0 | 0.0 | x | x | | | | | 0.0 |
| Orthopedic Impairment | | 10.3 | 0.0 | 0.0 | 0.0 | 0.4 | 2.5 | x | | | | 13.2 |
| Health Impairment | | 13.3 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 2.5 | x | | | 15.9 |
| Autism | | 2.0 | 0.3 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | x | 2.4 |
| Emotional Disturbance | | 7.4 | 24.5 | 0.1 | 2.0 | 0.4 | 0.0 | 0.0 | 0.2 | | 4.6 | 39.1 |
| Other | | 0.0 | 8.9 | 0.3 | 0.0 | 0.1 | 0.0 | 3.3 | 1.5 | 7.1 | 0.0 | 21.2 |
| Total Private | 4,030 | 35.5 | 36.2 | 3.6 | 2.0 | 1.0 | 2.5 | 5.8 | 1.7 | 7.1 | 4.6 | 100.0 |
| TOTAL ALL STUDENTS | 6,748 | 43.4 | 30.8 | 2.4 | 2.6 | 1.0 | 8.1 | 4.9 | 0.9 | 3.7 | 2.4 | 100.0 |

Notes.
An "X" indicates an inapplicable cell.
Percentages represent percent of all residential school students with multiple handicaps. For example, 3.3% of public residential school students with multiple handicaps were reported to be both severely or profoundly mentally retarded and deaf.
Data for this table were reported by residential facilities with 22,025 of 56,626 students (unweighted) in the day school sample. Some relatively minor differences may be noted between the statistics in this table and in Table II.2 in the distribution of students by severity of their primary handicapping condition. This is due to a lower response rate on the secondary conditions of student populations than for the severity of the primary conditions.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

including students reported to be multiply handicapped, about 47 percent of all students in residential schools were estimated to have more than one handicapping condition.

Among students specifically identified as multiply handicapped, mental retardation is reported as one of the two most significant handicapping conditions for 74 percent of the residential school students (75 percent of public school students, 72 percent of private school students). The second most frequent disabling condition among the conditions reported for multiply handicapped students was orthopedic/physical impairments (50 percent of the public residential school students, 18 percent of the private residential school students). The third most frequent impairment reported for persons with multiple handicaps was visual impairments (31 percent of publicly operated schools, 16 percent of privately operated schools). Emotional and behavioral impairments were identified as the fourth most frequently presented condition among persons with multiple handicaps (18 percent among publicly operated school students, 43 percent among private school students).

In general, the characteristics of the multiply handicapped students in public and private residential schools exhibited some notable differences. A major example is that, while the modal combination of handicaps among multiply handicapped students in public residential facilities was severe/profound mental retardation and physical/orthopedic impairments (31 percent of all multiply handicapped students), the modal combination in the private schools was mild or moderate mental retardation and emotional/behavioral disturbance (24 percent of all multiply handicapped students).

## C. LOCATION OF PARENTS'/GUARDIANS' RESIDENCES

### 1. Day School Students

Table II.19 presents the location of residence of the primary parent(s) or guardian(s) of students (0 through 21 years) in separate day facilities by the primary disability served by the schools.[1] About 63 percent of these students were educated within their local school district, including 50 percent or more of students in each type of school characterized by the primary disability category served. When students educated within their local school district or within the local community are combined, an estimated 86 percent of students in special education day schools were educated near to the homes of their parents or guardians. An estimated 12 percent of day students attended schools in adjacent States or counties outside the local community.

### 2. Residential School Students

Table II.20 presents the location of residence of the parent(s) or guardian(s) of students (0 through 21 years) educated in residential settings according to the primary disability group served by the facilities. These students include day students educated in programs on the grounds of residential facilities. Unlike the day schools in which 86 percent of parents and guardians lived locally, parents and guardians of residential school students (who may include day students enrolled at residential schools) were usually not from the local community (only 28 percent were reported to be local residents). Slightly over half of parents/guardians were reported to

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[1] The place of residence of primary parents/guardians was reported to be unknown for less than 1 percent of students at separate day facilities.

Table II.19

Distribution of Separate Day School Students by Residence of Parents or Guardians and Primary Disability Served by Facility
(Percent of Students Age 0-21)

| Residence of Parent or Guardian | Primary Disability Served by the Facility (Estimated Students 0-21 Years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability (21,500) | Mild/Moderate Mental Retardation (50,803) | Severe/Profound Mental Retardation (44,847) | Emotional Disturbance (44,345) | Hearing Impairment (3,344) | Visual Impairment * | Orthopedic or Physical Impairment (11,888) | Health Impairment (1,789) | Autism (2,938) | Speech or Language Impairment (6,906) | Multiple Handicap (31,417) | Deaf-Blind (0) | Non Categorical (8,545) | All Facilities (228,716) |
| Local school district | 53.3 | 71.5 | 63.5 | 65.2 | * | * | 60.6 | * | * | 53.2 | 49.7 | - | 71.6 | 63.1 |
| Local community or county, but outside the local district | 32.2 | 20.6 | 23.2 | 20.3 | * | * | 23.9 | * | * | * | 35.0 | - | * | 24.9 |
| Other counties in state, outside local community | 12.5 | 7.0 | 12.4 | 11.5 | * | 0.0 | * | * | * | * | 15.0 | - | * | 10.6 |
| Adjacent states | 2.0 | 0.8 | 0.8 | 1.8 | * | 0.0 | * | 0.0 | * | 0.0 | 0.2 | - | * | 1.0 |
| Other state or countries | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.0 |
| Unknown | 0.0 | 0.1 | 0.1 | 1.3 | 0.0 | 0.0 | * | 0.0 | 0.0 | 0.0 | 0.0 | - | * | 0.4 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
Columns may not sum to 100% because of rounding.
Dashes indicate cells with one or fewer responding facilities.
Facilities providing data represented 48,953 of 136,593 students (unweighted) in the sample.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Table II.20

Distribution of Separate Residential School Students by Residence of Parents or Guardians and Primary Disability Served by Facility
(Percent of Residents Age 0-21)

| Residence of Parent or Guardian | Primary Disability Served by the Facility (Estimated Students 0-21 years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability (3,097) | Mild/Moderate Mental Retardation (5,334) | Severe/Profound Mental Retardation (12,631) | Emotional Disturbance (52,339) | Hearing Impairment (10,986) | Visual Impairment (2,649) | Orthopedic or Physical Impairment (941) | Health Impairment * | Autism * | Speech or Language Impairment * | Multiple Handicap (5,559) | Deaf-Blind * | Non Categorical * | All Facilities (95,335) |
| Local school district | * | 47.5 | 13.8 | 16.2 | * | * | * | 0.0 | * | * | * | * | * | 14.6 |
| Local community or county, but outside the local district | * | * | 7.9 | 17.4 | * | * | * | 0.0 | * | * | * | * | * | 13.3 |
| Other counties in the state | * | 37.9 | 46.8 | 55.8 | 71.6 | * | * | * | * | * | 52.5 | * | * | 52.9 |
| Adjacent states | * | * | 1.6 | 5.9 | * | * | * | * | * | * | * | * | * | 5.4 |
| Other states or countries | * | * | 2.1 | 4.7 | * | * | * | * | * | 0.0 | * | * | * | 5.5 |
| Facility is guardian | 0.0 | * | 27.7 | 0.0 | 0.0 | 0.0 | * | 0.0 | 0.0 | * | * | * | * | 8.3 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes.
Columns may not sum to 100% because of rounding.
Facilities providing data represented 17,285 of 56,623 students (unweighted) in the sample.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

live outside the local community, but within the State. For an estimated 8 percent of students of residential facilities the school served as guardian for the children and youth living there. This proportion was highest for students with severe and profound mental retardation, almost half of whom were living in State mental retardation/developmental disabilities institutions. Statistics on the location of the residence of parents and guardians, like all other summary statistics on residential schools are substantially affected by the populations of schools for students with emotional disturbance, who made up the majority of separate residential school populations.

## D. LIVING ARRANGEMENTS OF DAY STUDENTS

### 1. Day School Students

Table II.21 presents statistics on the place of residence of children and youth age 0 through 21 years with handicaps attending separate day schools. Place of residence is shown according to the primary handicapping condition served by the day schools. Overall, 84 percent of day school students were reported to live with their parents or another relative. Proportions were highest for schools primarily serving students with learning disabilities or mild or moderate mental retardation (90 percent or more living at home). Proportions were lower for students in schools primarily serving students with severe or profound mental retardation, multiple handicaps, or emotional disturbance (80 percent or less living at home). About 5 percent of day students lived in foster homes, with the highest rate of foster placements among the students of schools for emotional disturbance (9 percent). About

Table II.21

Place of Residence of Separate Day School Students by Primary Handicap Served at Facility
(Percent of Students Age 0-21)

| Place of Residence of Day Students | Learning Disability (21,500) | Mild/Moderate Mental Retardation (50,803) | Severe/Profound Mental Retardation (44,847) | Emotional Disturbance (44,345) | Hearing Impairment (3,344) | Visual Impairment * | Orthopedic or Physical Impairment (11,888) | Health Impairment (1,789) | Autism (2,938) | Speech or Language Impairment (6,906) | Multiple Handicap (31,417) | Deaf-Blind (0) | Non Categorical (8,545) | All Facilities (228,716) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary Disability Served by the Facility (Estimated Students 0-21) | | | | | | | | | | | | | |
| Natural/Adoptive Home | 92.7 | 89.0 | 78.7 | 80.2 | * | * | * | * | * | * | 79.2 | - | * | 83.8 |
| Foster Home | 3.0 | 4.7 | 4.4 | 8.9 | * | * | * | * | * | * | 3.9 | - | * | 5.4 |
| Small Group Residence (6 or fewer residents) | 1.4 | 1.9 | 4.3 | 4.8 | 0.0 | 0.0 | * | 0.0 | * | * | 2.1 | - | * | 3.7 |
| Medium Group Residence (7-15 residents) | 1.4 | 2.2 | 2.6 | 1.2 | * | 0.0 | * | 0.0 | * | 0.0 | 1.0 | - | 0.0 | 1.5 |
| Large Private Facility (16 or more residents) | 0.1 | 1.2 | 6.2 | 2.0 | 0.0 | * | * | 0.0 | * | 0.0 | 2.6 | - | * | 2.3 |
| Large Public Facility (16 or more residents) | 0.0 | 0.8 | 3.6 | 1.7 | 0.0 | * | * | 0.0 | * | * | 2.6 | - | * | 1.6 |
| Other | 1.4 | 0.2 | 0.3 | 0.7 | * | 0.0 | * | 0.0 | 0.0 | 0.0 | 8.6 | - | 0.0 | 1.6 |
| Unknown | 0.1 | 0.0 | 0.0 | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | * | 0.0 | - | 0.0 | 0.1 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

**Notes.**
**Dashes** indicate cells with one or fewer responding facilities.
**Facilities** providing data represented 49,607 of 136,593 (unweighted) students in the sample.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
**SOURCE:** Survey of Separate Facilities, conducted in 1988 as part of this study.

5 percent of students lived in group homes of 15 or fewer residents. About 4 percent of day students lived in public and private institutional settings of 16 or more residents. Most commonly these were students in day schools primarily serving students with severe or profound mental retardation (10 percent) or with multiple handicaps (5 percent).

### 2. Day Students at Residential Facilities

In addition to students in day schools, there were an estimated 11,552 day students in residential schools. In general, these students were distributed across the various living arrangements in proportions very similar to those of students in day schools. Specifically, 82 percent lived at home with their natural or adoptive family, 5 percent lived in foster homes, 8 percent lived in group homes, and 5 percent lived in public or private institutions of 16 or more residents.

## E. AGE DISTRIBUTION OF STUDENTS

### 1. Day Students by Primary Disability

Table II.22 presents estimates of the age distribution of day school students by their primary disability. Most of the students in separate day schools were within what is traditionally defined as school age, with 61 percent between the ages of 6 and 17 years. However, this general distribution was by no means universal across all primary handicapping condition. For example, more than half of separate day school students with physical and sensory impairments were 5 years and younger. The vast majority of youngsters in separate noncategorical day programs were also 5 years and

Table II.22

Percent of Separate Day School Students by Age and Primary Disability of Student

| | Primary Disability of Student (Estimated Students 0-21 Years) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Age of Student | Learning or Speech/Language Disability (27,933) | Mental Retardation (89,156) | Emotional Disturbance (44,185) | Hearing Impairment (4,604) | Visual Impairment (1,258) | Orthopedic or Physical Impairment (12,231) | Health Impairment and Autism (9,196) | Multiple Handicap (32,782) | Non Categorical Disability (7,312) | All Disabilities (228,716) |
| 0 - 2 Years of Age | 7.1 | 6.5 | 0.6 | 9.6 | * | 24.0 | * | 9.7 | 32.0 | 6.9 |
| 3 - 5 Years of Age | 32.4 | 13.7 | 11.8 | 44.6 | * | 35.3 | * | 19.0 | 61.2 | 16.3 |
| 6 - 11 Years of Age | 27.7 | 20.6 | 25.4 | 27.5 | * | 18.6 | * | 29.4 | * | 25.3 |
| 12 - 17 Years of Age | 28.5 | 30.0 | 53.6 | 13.5 | * | * | * | 29.7 | * | 35.3 |
| 18 - 21 Years of Age | 4.4 | 29.4 | 8.6 | 4.8 | * | * | * | 12.3 | * | 16.2 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes.
Data for this table were reported by day schools with 52,135 of the 136,593 students (unweighted) in the day facility sample.
Students with speech or language problems are grouped with those who have learning disabilities. Students who have autism appear under the column heading "emotional disturbance" (pervasive developmental disorder [38% of unweighted cases of autism]), under "health impairments" (61%), or "multiple handicaps" (1%). Students who are both deaf and blind are included under "hearing impairment" (32%), "visual impairment" (46%), or "multiple handicaps" (22%).
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

younger (93 percent). This probably reflects an effort to provide early intervention services without the necessity of labels or diagnoses, as well as the difficulty of differential diagnosis at relatively young ages. The relatively high proportion of learning disabled students in separate day schools age 5 years and younger, probably reflects three factors: (1) that smaller proportion of school-aged students with learning disabilities who are placed in separate schools during the normal school years compared with school-aged students with other conditions, (2) the greater availability of separate education (as compared with than regular education) settings for young children, and (3) efforts to avoid the labeling of children of preschool age with mental retardation or emotional disturbances.

There is a general tendency for much higher proportions of students in the youngest and oldest age groups (i.e., 5 and younger and 18 and older) to be in separate facilities than would be expected from the general special education population. For example, the Eleventh Annual Report to Congress (Office of Special Education Programs, 1989) reported that during the 1987-88 school year 8 percent of all special education recipients were 0 through 5 years old and that 5 percent of all special education recipients were 18 through 21 years old. The Survey of Separate Facilities estimated that 23 percent of students in separate day facilities were 0 through 5 years old and 16 percent were 18 through 21 years old.

2. Residential Students by Primary Disability

Table II.23 presents estimates of the ages of students in residential facilities by their primary handicapping condition. Students in residential facilities tend to be considerably older than the day school population and

Table II.23

Percent of Separate Residential School Students by Age and Primary Disability of Student

| Age of Student | Primary Disability of Student (Estimated Students 0-21 Years) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Learning or Speech/Language Disability (4,367) | Mental Retardation (17,171) | Emotional Disturbance (49,277) | Hearing Impairment (10,234) | Visual Impairment (2,818) | Orthopedic or Physical Impairment (1,283) | Health Impairment and Autism (2,846) | Multiple Handicap (6,785) | Non Categorical Disability * | All Disabilities (95,335) |
| 0 - 2 Years of Age | 0.8 | 2.6 | 1.1 | 1.3 | 0.5 | * | 6.6 | 10.5 | * | 2.5 |
| 3 - 5 Years of Age | 8.0 | 4.9 | 5.8 | 31.3 | 4.1 | * | 16.8 | 14.0 | * | 5.3 |
| 6 - 11 Years of Age | 16.4 | 12.0 | 19.2 | 22.3 | 22.4 | * | 30.8 | 27.8 | * | 19.4 |
| 12 - 17 Years of Age | 65.7 | 29.6 | 66.4 | 30.3 | 47.4 | * | 20.0 | 32.4 | * | 50.0 |
| 18 - 21 Years of Age | 9.1 | 51.0 | 7.5 | 14.9 | 25.6 | * | 25.8 | 15.2 | * | 22.8 |
| TOTAL | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes.
Data for this table were reported by residential facilities with 21,330 of 56,626 students (unweighted) in the residential facility sample.
Students with speech or language problems are grouped with those who have learning disabilities. Students who have autism appear under the column heading "emotional disturbance" (pervasive developmental disorder [38% of unweighted cases of autism]), under "health impairments" (61%), or "multiple handicaps" (1%). Students who are both deaf and blind are included under "hearing impairment" (32%), "visual impairment" (46%), or multiple handicaps (22%).
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

than students in special education programs in general, as reported in the Eleventh Annual Report to Congress (Office of Special Education Programs, 1989). An estimated 52 percent of day school students were 12 years or older, but an estimated 73 percent of residential school students were 12 years and older. Conversely, an estimated 23 percent of day school students were 5 and younger, but only about 8 percent of the residential school population was 5 years and younger. The proportion of residential school students with mental retardation in the 18 through 21 year range was notably higher than the norm. This finding is related to two facts. First, the primary type of residential schools serving students with mental retardation is the traditional State institution. Second, there have been major efforts to reduce or eliminate the placement of children and youth, especially younger children and youth, into such settings in most States in recent years; therefore, the relatively small number of 18 through 21 year olds will appear proportionately larger.

### 3. Day School Students by Operating Agency

Table II.24 presents the ages of day school students by the type of agency operating the school. Three types of agencies operated schools attended by the vast majority of day school students: local education agencies (43 percent of all day school students), private non-profit agencies (26 percent) and intermediate or regional education agencies (19 percent). The student age breakdowns in these facilities, therefore, largely determined the age distribution of day school students in general. While the local and intermediate public and private non-profit agencies all had similar proportion

Table II.24

Students in Separate Day Schools by Age of Student and Operating Agency
(Percent of Students Age 0-21)

| Operating Agency | Total Students Age 0 - 21 | Age of Student in Years<br>0 - 2 | 3 - 5 | 6 - 11 | 12 - 17 | 18 - 21 | Total |
|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | |
| State Education Agency | 4,514 | 0.0 | 0.6 | 36.9 | 41.0 | 21.5 | 100.0 |
| Local Education Agency | 100,161 | 6.4 | 9.9 | 23.1 | 41.5 | 19.1 | 100.0 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 45,690 | 3.9 | 19.5 | 29.0 | 29.0 | 18.7 | 100.0 |
| Other Public Agency | 9,216 | * | 25.5 | 42.3 | 23.4 | * | 100.0 |
| All Public | 159,581 | 5.4 | 12.5 | 25.7 | 37.9 | 18.5 | 100.0 |
| PRIVATE | | | | | | | |
| Individual, Partnership, Family Operated | 1,029 | 0.0 | 0.0 | 0.0 | * | * | 100.0 |
| Private For-profit Corporation | 4,777 | 0.0 | 0.0 | * | 68.0 | * | 100.0 |
| Religious Organization | 2,624 | 0.0 | * | * | * | * | 100.0 |
| Other Private Not-for-profit Organization | 60,706 | 10.5 | 17.8 | 24.0 | 30.2 | 17.6 | 100.0 |
| All Private | 69,135 | 9.4 | 16.1 | 24.4 | 33.3 | 16.9 | 100.0 |
| ALL FACILITIES | 228,716 | 6.9 | 13.9 | 25.2 | 36.1 | 17.9 | 100.0 |

Notes.
Data for this table were reported by day schools with 52,135 of the 136,593 students (unweighted) in the day facility sample.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

(18 percent to 19 percent) of their day school populations in the 18 through 21 year age brackets, private nonprofit agencies had higher proportions of their day school populations made up of children in the birth to 5 years age range (28 percent of all students) than did intermediate or regional agencies (23 percent), and local education agencies (14 percent). Despite private day schools having higher proportions of their students in the birth to five year age brackets, day school students under the age of 6 attending publicly funded schools were estimated to number 28,564 in comparison with an estimated 17,630 children under 6 years in all privately operated day schools.

4. Residential Facility Students by Operating Agency

Table II.25 presents the ages of residential school students by the type of agency operating the school. Two types of agency predominated in operating residential schools: private non-profit agencies (45 percent of all residential schools students) and State agencies other than the State education agency (24 percent). Therefore, their student populations had a major effect on the overall age statistics, although their effects were most notable on different age groups. Of the estimated 7,436 children birth to 5 years in residential schools, an estimated 63 percent (4,713) were in private, nonprofit settings. Of the estimated 22,736 residential school students 18 through 21 years an estimated 8,173 (36 percent) were in schools operated by State agencies other than the State education agency. Another estimated 3,124 were in local education agency operated schools. The majority of these students were residents of residential facilities operated by noneducation State agencies, but in which the local education agency has assumed

## Table II.25

## Students in Separate Residential Schools by Age of Student and Operating Agency
(Percent of Students Age 0-21)

| | | Age of Student in Years | | | | | |
|---|---|---|---|---|---|---|---|
| Operating Agency | Total Students Age 0-21 | 0 - 2 | 3 - 5 | 6 - 11 | 12 - 17 | 18 - 21 | Total |
| PUBLIC | | | | | | | |
| State Education Agency | 7,145 | 2.4 | 4.3 | 20.2 | 55.6 | 17.6 | 100.0 |
| Local Education Agency | 5,386 | 0.1 | 0.2 | 4.2 | 37.5 | 58.0 | 100.0 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 1,701 | 0.0 | * | * | * | * | 100.0 |
| Other Public Agency | 22,544 | 0.6 | 1.9 | 13.6 | 46.4 | 37.6 | 100.0 |
| All Public | 36,776 | 0.8 | 2.1 | 13.2 | 47.1 | 36.9 | 100.0 |
| PRIVATE | | | | | | | |
| Private For-profit Corporation | 12,465 | 2.8 | 5.1 | 16.5 | 39.3 | 36.4 | 100.0 |
| Religious Organization | 3,251 | 0.7 | 5.2 | 35.5 | 56.2 | 2.5 | 100.0 |
| Other Private Not-for-profit Organization | 42,841 | 3.6 | 7.4 | 22.6 | 52.4 | 14.1 | 100.0 |
| All Private | 58,559 | 3.3 | 7.1 | 22.8 | 51.6 | 15.2 | 100.0 |
| ALL FACILITIES | 95,335 | 2.5 | 5.3 | 19.4 | 50.0 | 22.8 | 100.0 |

Notes.
Data for this table were reported by residential facilities with 21,330 of 56,626 students (unweighted) in the residential facility sample.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

responsibility for establishing and operating the educational program. In general, there was a tendency for publicly operated residential schools to serve much greater proportions of students in the 18 to 21 year age group than private schools. These were for the most part students who were entering public, long-term care institutions for persons with developmental or emotional disabilities. A notable exception to this tendency was among the private for-profit facilities, which reported 36 percent of their residential school students in the ages 18 through 21 years. An estimated 83 percent of the students in these facilities were labeled emotionally disturbed.

## F. GENDER DISTRIBUTION OF STUDENTS

### 1. Day Schools

Table II.26 presents estimates of the gender distribution of students in separate day schools by public or private operation of the schools. In general and in both public and private day schools males formed a significant majority of students. Males made up an estimated 64 percent of all day school students, including 62 percent of private school students and 66 percent of public day school students. Males made up a majority of the population of the population of day schools serving virtually every disability category, and are about three-quarters of the populations of day schools serving students with learning disabilities and emotional disturbance.

Generally there was a reasonably consistent distribution of students by gender across public and private schools serving the same disability. Notable differences were found between public and private schools primarily serving students with mild or moderate mental retardation (59 percent male in public schools, 47 percent male in private schools), and schools primarily

Table II.26

Students in Separate Day Schools by Gender, Operating Agency, and Primary Disability Served by Facility
(Percent of Students Age 0-21)

| Gender of Students | Primary Disability Served by the Facility (Estimated Students 0-21 Years): Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | (8,953) | (41,394) | (39,057) | (26,644) | (2,151) | (0) | (7,930) | (1,295) | (1,958) | (4,229) | (21,909) | (0) | (4,061) | (159,581) |
| Male | 73.3 | 58.7 | 58.0 | 81.2 | 55.4 | - | 53.8 | * | * | 67.0 | 62.3 | - | 57.9 | 65.8 |
| Female | 26.7 | 41.3 | 42.0 | 18.8 | 44.6 | - | 46.2 | * | * | 33.0 | 37.7 | - | 42.1 | 34.2 |
| All public | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| PRIVATE | (12,547) | (9,409) | (5,790) | (17,701) | (1,192) | (*) | (3,958) | (*) | (981) | (2,677) | (9,508) | (0) | (4,484) | (69,135) |
| Male | 72.1 | 47.3 | 59.5 | 68.9 | 57.7 | * | 62.5 | - | * | 64.3 | 55.9 | - | 58.6 | 61.8 |
| Female | 27.9 | 52.7 | 40.5 | 31.1 | 42.3 | * | 37.5 | - | * | 35.7 | 44.1 | - | 41.4 | 38.2 |
| All private | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| ALL FACILITIES | (21,500) | (50,803) | (44,847) | (44,345) | (3,344) | (*) | (11,888) | (1,789) | (2,938) | (6,906) | (31,417) | (0) | (8,545) | (228,716) |
| Male | 72.5 | 55.3 | 58.4 | 76.9 | 56.1 | * | 58.9 | * | 82.1 | 65.6 | 59.3 | - | 58.3 | 64.3 |
| Female | 27.5 | 44.7 | 41.6 | 23.1 | 43.9 | * | 41.1 | * | 17.9 | 34.4 | 40.7 | - | 41.7 | 35.7 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
**Data** for this table were reported by day schools with 52,071 of 136,593 students (unweighted) in the day facility sample.
**Dashes** indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

serving students with emotional disturbance (81 percent male in public schools and 69 percent male in private schools).

## 2. Residential Facilities

Table II.27 presents estimates of the gender distribution of students in separate residential facilities by the public or private operation of those schools. Overall, the gender distribution of the residential facility students (65 percent male) was very similar to that of the day school students (64 percent male). There was, however, somewhat greater variability between public and private residential facility students. Public residential school students were estimated to be 59 percent male, private residential school students to be 68 percent male. The comparable day school statistics were 66 percent and 62 percent respectively. As was the case in the day schools, there was general consistency in male/female distributions among facilities serving the same primary disability group. The largest discrepancy was between public and private residential schools primarily for students with emotional disturbance. Public facilities were estimated to be 59 percent male, private facilities to be 69 percent male.

## G. RACIAL/ETHNIC DISTRIBUTION OF STUDENTS

## 1. Day Students by Primary Disability

Table II.28 presents the ethnic distribution of students in separate day schools according to the primary disability served by those schools. The U.S. school age population is roughly distributed as follows: 71 percent white non-Hispanic, 15 percent black non-Hispanic, 10.5 percent Hispanic, 2.5 percent Asian/Pacific Islander, and 1 percent Native American (U.S. Bureau of

Table II.27

Students in Separate Residential Schools by Gender, Operating Agency, and Primary Disability Served by Facility
(Percent of Students Age 0-21)

| | Primary Disability Served by the Facility (Estimated Students 0-21 Years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gender of Students | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
| PUBLIC | (0) | (960) | (9,202) | (13,771) | (7,988) | (2,267) | (*) | (0) | (*) | (0) | (2,002) | (0) | (0) | (36,776) |
| Male | - | * | 59.0 | 58.8 | 58.4 | 60.8 | - | - | * | - | * | - | - | 59.2 |
| Female | - | * | 41.0 | 41.2 | 41.6 | 39.2 | - | - | * | - | * | - | - | 40.8 |
| All public | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | - | 100.0 | - | 100.0 | - | - | 100.0 |
| PRIVATE | (3,097) | (4,374) | (3,430) | (38,568) | (2,997) | (382) | (*) | (*) | (*) | (*) | (3,556) | (*) | (*) | (58,559) |
| Male | 80.2 | 63.1 | 59.4 | 69.4 | 57.1 | | * | - | * | * | 65.4 | - | - | 67.8 |
| Female | 19.8 | 36.9 | 40.6 | 30.6 | 42.9 | - | * | - | * | * | 34.6 | | - | 32.2 |
| All private | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | | 100.0 | 100.0 | 100.0 | | - | 100.0 |
| ALL FACILITIES | (3,097) | (5,334) | (12,631) | (52,339) | (10,986) | (2,649) | (941) | (*) | (*) | (*) | (5,559) | (*) | (*) | (95,335) |
| Male | 80.2 | 63.8 | 59.2 | 67.1 | 57.9 | 60.8 | * | - | * | * | 63.0 | - | - | 64.6 |
| Female | 19.8 | 36.2 | 40.8 | 32.9 | 42.1 | 39.2 | * | - | * | * | 37.0 | | - | 35.4 |
| All students | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | 100.0 | 100.0 | - | - | 100.0 |

Notes.
Data for this table were reported by residential facilities with 21,479 of 56,626 students (unweighted) in the residential facility sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

### Table II.28

### Students in Separate Day Schools by Ethnicity of Student, Operating Agency, and Primary Disability Served by Facility (Percent of Students Age 0-21)

| Ethnic Background of Student | Primary Disability Served by the Facility (Estimated Students 0-21 Years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
| PUBLIC | (8,953) | (41,394) | (39,057) | (26,644) | (2,151) | (0) | (7,930) | (1,295) | (1,958) | (4,229) | (21,909) | (0) | (4,061) | (159,581) |
| White, non-Hispanic | * | 74.6 | 78.5 | 64.8 | 38.5 | - | 51.4 | - | * | 78.1 | 73.3 | - | 62.3 | 71.3 |
| Black, non-Hispanic | * | 18.8 | 15.4 | 23.7 | 22.9 | - | 18.0 | - | * | 18.9 | 17.7 | - | 37.7 | 19.5 |
| Hispanic | * | 5.4 | 4.0 | 4.7 | 33.9 | - | 23.9 | - | * | 1.5 | 6.3 | - | 0.0 | 5.9 |
| American Indian/ Alaska Native | * | 0.3 | 0.6 | 6.5 | 0.1 | - | 0.1 | - | * | 0.2 | 0.3 | - | 0.0 | 1.9 |
| Asian/Pacific Islander | * | 1.0 | 1.6 | 0.3 | 4.6 | - | 6.5 | - | * | 1.3 | 2.4 | - | 0.0 | 1.4 |
| Total Public | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | - | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| PRIVATE | (12,547) | (9,409) | (5,790) | (17,701) | (1,192) | (*) | (3,958) | (*) | (981) | (2,677) | (9,508) | (0) | (4,484) | (69,135) |
| White, non-Hispanic | 81.0 | 74.5 | 71.7 | 66.7 | * | * | 79.8 | - | * | 62.4 | 58.2 | - | 75.6 | 69.9 |
| Black, non-Hispanic | 7.8 | 17.3 | 24.1 | 27.1 | * | * | 8.8 | - | * | 20.3 | 21.1 | - | 6.6 | 19.1 |
| Hispanic | 8.1 | 6.7 | 3.5 | 5.1 | * | * | 9.3 | | * | 5.3 | 18.9 | - | 13.7 | 8.6 |
| American Indian/ Alaska Native | 0.3 | 0.4 | 0.1 | 0.3 | * | * | 0.3 | | * | 10.9 | 1.2 | - | 1.3 | 1.1 |
| Asian/Pacific Islander | 2.9 | 1.2 | 0.6 | 0.8 | * | * | 1.9 | | * | 1.2 | 0.6 | - | 2.9 | 1.4 |
| Total Public | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| ALL FACILITIES | (21,500) | (50,803) | (44,847) | (44,345) | (3,344) | (*) | (11,888) | (1,789) | (2,938) | (6,906) | (31,417) | (0) | (8,545) | (228,716) |
| White, non-Hispanic | 78.3 | 74.6 | 76.9 | 65.5 | 40.8 | * | 68.2 | - | 75.3 | 69.9 | 66.2 | - | 69.3 | 70.8 |
| Black, non-Hispanic | 12.3 | 18.4 | 17.4 | 24.9 | 22.8 | * | 12.6 | | 15.7 | 19.6 | 19.3 | - | 21.2 | 19.4 |
| Hispanic | 6.4 | 5.8 | 3.9 | 4.8 | 32.5 | * | 15.3 | | 6.8 | 3.5 | 12.3 | - | 7.2 | 6.9 |
| American Indian/ Alaska Native | 0.5 | 0.3 | 0.5 | 4.3 | 0.1 | * | 0.2 | | 0.0 | 5.8 | 0.7 | - | 0.7 | 1.6 |
| Asian/Pacific Islander | 2.5 | 1.0 | 1.4 | 0.5 | 3.9 | * | 3.8 | - | 2.2 | 1.3 | 1.6 | - | 1.5 | 1.4 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes:

Data for this table were reported by day schools with 52,071 of 136,593 students (unweighted) in the day facility sample.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

the Census, 1989). While there is some data from studies of secondary school-age special education students (Hayward, 1989) that minority students are overrepresented in the special education system, Table II.28 shows that ethnic distribution of separate day school students in 1988 was roughly comparable to the proportions in the national population, with white, non-Hispanic representation (71 percent) being at the expected level. Blacks were estimated to be slightly more highly represented in separate day schools than their proportion of the general population (15 percent and 19 percent respectively). Hispanics were somewhat less likely to be placed in separate day facilities than might be expected from their representation in school age population (7 percent and 10.5 percent respectively). Overall representation of Native Americans, Asians and Pacific Islanders (3 percent) was at about the level expected.

Generally, distribution by race/ethnicity was similar for public and private day schools. Public day schools had a 71 percent white, non-Hispanic student population as compared with 70 percent in private schools. Black, non-Hispanics made up about 19 percent of the student populations of both public and private schools. Black day school students were somewhat more likely to be in schools primarily serving students with emotional disturbance (25 percent) than would be expected from their representation in the school age population in general or from their representation within the populations of separate day schools. Hispanic students, on the other hand, were very disproportionately represented among the populations of day schools primarily serving students with hearing impairments (32.5 percent as compared with their 10.5 percent representation in the general school age population). One contributing factor to this tendency may be the housing of some language development programs within schools primarily serving children with hearing impairments. The more frequent location of day schools for students with hearing impairments in urban areas also means that the relative proportion of Hispanic students in the catchment areas of those day schools is usually more than the 10.5 percent representation nationwide. But it is also interesting to note that Hispanic students are estimated to make up about 13.5 percent of the total students in day and residential schools for students with hearing impairments, with students from Hispanic backgrounds being less represented among the residential school populations than would be expected by their general presence in the school age population. It is possible, therefore, that cultural/family ties tend to lead to reduced use of residential options.

### 2. Residential Schools

Table II.29 presents estimates of the ethnic distribution of students in residential schools according to the primary disability served in those schools. Based on estimates of the school age population of the U.S. (71 percent white, non-Hispanic; 15 percent black, non-Hispanic; 10.5 percent Hispanic; 2.5 percent Asian/Pacific Islander and 1 percent Native American), both white and black (non-Hispanic) students appear somewhat over represented in the total and in public and private residential facility populations (75 percent and 18 percent respectively). Ethnic distribution estimates are very similar for public and private facilities in general, as well as within the specific primary disabilities served. A high proportion of white, non-

## Table II.29

### Students in Separate Residential Schools by Ethnicity of Student, Operating Agency, and Primary Disability Served by Facility (Percent of Students Age 0-21)

| Ethnic Background of Student | Primary Disability Served by the Facility (Estimated Students 0-21 Years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
| PUBLIC | (0) | (960) | (9,202) | (13,771) | (7,988) | (2,267) | (*) | (0) | (*) | (0) | (2,002) | (0) | (0) | (36,776) |
| White, non-Hispanic | - | * | 76.9 | 72.9 | 67.0 | 69.3 | - | - | * | - | * | - | - | 75.7 |
| Black, non-Hispanic | - | * | 17.4 | 24.0 | 16.7 | 26.0 | - | - | * | - | * | - | - | 17.6 |
| Hispanic | - | * | 3.1 | 1.9 | 7.4 | 2.4 | - | - | * | - | * | - | - | 3.2 |
| American Indian/ Alaska Native | - | * | 1.8 | 0.9 | 2.3 | 1.7 | - | - | * | - | * | - | - | 2.1 |
| Asian/Pacific Islander | - | * | 0.7 | 0.4 | 6.7 | 0.7 | - | - | * | - | * | - | - | 1.4 |
| Total Public | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | - | 100.0 | - | 100.0 | - | - | 100.0 |
| PRIVATE | (3,097) | (4,374) | (3,430) | (38,568) | (2,997) | (*) | (*) | (*) | (*) | (*) | (3,556) | (*) | (*) | (58,559) |
| White, non-Hispanic | 96.3 | 68.0 | 77.5 | 72.6 | 76.8 | - | * | - | * | * | 59.9 | - | - | 74.3 |
| Black, non-Hispanic | 1.8 | 26.3 | 14.2 | 19.9 | 12.1 | - | * | - | * | * | 36.4 | - | - | 18.6 |
| Hispanic | 1.1 | 5.0 | 4.0 | 5.1 | 8.7 | - | * | - | * | * | 3.5 | - | - | 4.6 |
| American Indian/ Alaska Native | 0.0 | 0.0 | 2.5 | 1.8 | 0.1 | - | * | - | * | * | 0.1 | - | - | 1.5 |
| Asian/Pacific Islander | 0.8 | 0.8 | 1.7 | 0.7 | 2.3 | - | * | - | * | * | 0.2 | - | - | 1.0 |
| Total Private | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | - | 100.0 | 100.0 | 100.0 | - | - | 100.0 |
| ALL FACILITIES | (3,097) | (5,334) | (12,631) | (52,339) | (10,986) | (2,649) | (941) | (*) | (768) | (*) | (5,559) | (*) | (*) | (95,335) |
| White, non-Hispanic | 96.3 | 81.7 | 77.1 | 72.6 | 70.2 | 69.3 | * | - | * | * | 65.7 | - | - | 74.8 |
| Black, non-Hispanic | 1.8 | 11.7 | 16.3 | 20.6 | 15.2 | 26.0 | * | - | * | * | 28.1 | - | - | 18.2 |
| Hispanic | 1.1 | 2.2 | 3.4 | 4.5 | 7.8 | 2.4 | * | - | * | * | 3.8 | - | - | 4.1 |
| American Indian/ Alaska Native | 0.0 | 4.0 | 2.1 | 1.6 | 1.6 | 1.7 | * | - | * | * | 2.1 | - | - | 1.8 |
| Asian/Pacific Islander | 0.8 | 0.4 | 1.1 | 0.6 | 5.2 | 0.7 | * | - | * | * | 0.4 | - | - | 1.1 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 | 100.0 | - | - | 100.0 |

Notes.

Data for this table were reported by residential facilities with 21,479 or 56,626 students (unweighted) in the residential facility sample.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Hispanic students was noted among private residential schools for students with learning disabilities (96 percent). Whites also formed large majorities of the student populations in public residential facilities primarily serving students with mild or moderate mental retardation.

# III. EDUCATIONAL AND OTHER SERVICES

This chapter presents information gathered on the various educational, support and related services provided to children and youth (0 through 21 years) in separate residential and day schools. Separate tables are presented for three age groups of children and youth: 0 through 5 years ("Preschool"), 6 through 17 years ("School-age") and 18 through 22 years ("Young Adult"), as well as by the primary disability group served by the schools and type of agency operating the facility.

## A. ON- AND OFF-SITE EDUCATIONAL PROGRAMS

### 1. Preschool Students (0 through 5 Years)

#### a. Day Schools

Table III.1 presents estimates of the proportions of "pre-school" students (5 years or younger) attending public, private, and all separate day schools who participate exclusively in on-site programs or who attend other, off-site programs in addition to their separate day school program. Nationwide, there were an estimated 53,062 children from birth through 5 years in separate facility preschool/early intervention programs (90 percent of public school students and 92 percent of private school students). Of these, an estimated 91 percent had their entire educational developmental program within that day program. Of the estimated 9 percent of preschoolers in separate day programs who participated for at least 3 hours a week in programs away from the day school site sampled, the most frequently used alternative site was a regular preschool or day care site. An estimated 46 percent of children attending alternative programs attended regular preschool or day care

Table III.1

Separate Day School Students Age 0-5 Years Attending Educational or Developmental Programs On or Off Campus
Part-Time by Program Type and Primary Disability Served at Facility
(Percent of Students Age 0-5 Years)

| Type of Program | Primary Disability Served by the Facility<br>Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | 90.2 | 87.8 | * | * | - | * | * | * | * | * | - | * | 90.1 |
| OFF CAMPUS PART-TIME | * | 9.8 | 12.2 | * | * | - | * | * | * | * | * | - | * | 9.9 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | 38 | 240 | 287 | * | * | 0 | 87 | * | * | 41 | 165 | 0 | 42 | 1,008[a] |
| PRIVATE | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | * | * | * | * | * | * | * | * | * | * | - | * | 92.2 |
| OFF CAMPUS PART-TIME | * | * | * | * | * | * | * | * | * | * | * | - | * | 7.8 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | 38 | 96 | 75 | 70 | * | * | 59 | * | * | 39 | 101 | 0 | 43 | 565[b] |
| ALL DAY FACILITIES | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | 89.9 | 88.8 | * | * | * | * | * | * | * | 94.9 | - | * | 90.8 |
| OFF CAMPUS PART-TIME | * | 10.1 | 11.2 | * | * | * | * | * | * | * | 5.1 | - | * | 9.2 |
| % IN VARIOUS OFF-SITE PROGRAMS | | | | | | | | | | | | | | |
| Special education or other therapeutic pre-school/day activity program | * | * | * | * | * | * | * | - | - | * | * | - | * | 30.8 |
| Regular preschool/day care program | * | * | * | * | * | * | * | - | - | * | * | - | * | 46.3 |
| Combined special education and regular preschool/day care program | * | * | * | * | * | * | * | - | - | * | * | - | * | 12.3 |
| Other program | * | * | * | * | * | * | * | - | - | * | * | - | * | 10.6 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | 76 | 336 | 362 | 139 | 31 | * | 146 | * | 31 | 80 | 261 | 0 | 86 | 1,573[c] |

Notes.

Data on proportions of on- and off-campus participation of 0-5 year olds were reported by day facilities representing 89,024 of the estimated 92,154 students in facilities that had 0-5 year olds. Percentages of various types of off-campus programs used are estimated from the responses of day facilities representing 34,722 of all 92,154 students in facilities that had 0-5 year olds.

Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 1,548 public day facilities.

[b] Of an estimated 1,091 private day facilities.

[c] Of an estimated 2,639 separate day facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

programs, but this represented only an estimated 4 percent of all preschool children in separate programs for children with handicaps. Such placements were reported most frequently among students at facilities primarily serving emotionally disturbed students, with an estimated 13 percent of such preschoolers attending a regular preschool or day care program on a part-time basis. Such programs were also reported to be more commonly used by students at schools serving speech or language impaired students (7 percent of such students). The second most common part-time participation for separate school preschoolers were other special education or therapeutic preschool or activity programs. About 31 percent of the other programs in which preschoolers in separate day programs participated were in effect other separate program sites. Participation of separate day school students in other integrated special education/regular preschool programs was quite limited (an estimated 1 percent of all separate preschool students and 12 percent of those participating in alternative programs for at least part of the day.

b. Residential Schools

Table III.2 presents estimates of the proportions of pre-school age children in residential schools who participate exclusively in on-campus programs or who attend other off-campus programs during part of the typical school day. The total estimated number of children (0 through 5 years) in separate residential schools nationwide is 7,436. The estimated proportion of residential pre-school students receiving their educational programs entirely on-campus of their separate facility was 91 percent; again, the proportions for public and private school students were virtually identical.

Table III.2

Separate Residential School Students Age 0-5 Years Attending Educational or Developmental Programs On or Off Campus
Full- or Part-Time by Program Type and Primary Disability Served at Facility
(Percent of Students Age 0-5 Years)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Program | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| OFF CAMPUS FULL- OR PART-TIME | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | 0 | * | 50 | 21 | 40 | * | * | 0 | * | 0 | * | 0 | 0 | 145[a] |
| PRIVATE | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | * | * | * | * | * | * | * | * | * | * | - | * | 90.9 |
| OFF CAMPUS FULL- OR PART-TIME | * | * | * | * | * | * | * | * | * | * | * | - | * | 9.1 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | * | * | 53 | 119 | * | * | * | * | * | * | 34 | 0 | * | 255[b] |
| ALL RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | | * | * | * | * | * | * | * | * | * | * | - | * | 90.6 |
| OFF CAMPUS FULL- OR PART-TIME | | * | * | * | * | * | * | * | * | * | * | - | * | 9.4 |
| OFF CAMPUS FULL-TIME (30 hours or more/week) | | | | | | | | | | | | | | |
| Special education or other therapeutic preschool/day activity program | | | * | * | * | * | * | * | * | * | * | - | * | 7.7 |
| Regular preschool/day care program | | | * | * | * | * | * | * | * | * | * | - | * | 20.0 |
| Combined special education and regular preschool/day care program | | | * | * | * | * | * | * | * | * | * | | * | 0.0 |
| Other program | | | * | * | * | * | * | * | * | * | * | | * | 0.0 |
| OFF CAMPUS PART-TIME (3 to 29 hours/week) | | | | | | | | | | | | | | |
| Special education or other therapeutic preschool/day activity program | | | * | * | * | * | * | * | * | * | * | - | * | 47.2 |
| Regular preschool/day care program | | | * | * | * | * | * | * | * | * | * | - | * | 3.6 |
| Combined special education and regular preschool/day care program | | | * | * | * | * | * | * | * | * | * | - | * | 0.1 |
| Other program | | | * | * | * | * | * | * | * | * | * | - | * | 20.5 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | * | * | 103 | 140 | 56 | * | * | * | * | * | 47 | 0 | * | 400[c] |

Notes:
Data on proportions of on- and off-campus participation of 0-5 year olds were reported by residential facilities representing 27,775 of the estimated 27,775 students in facilities that had 0-5 year olds. Percentages of various types of off-campus programs used were estimated from the responses of facilities representing 10,781 of 27,775 students in residential facilities that had 0-5 year olds.
Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated [illegible] [illegible]ial facilities.

[b] Of an estimated 8[illegible] [illegible]ential facilities.

[c] Of an estimated 1,250 seperate residential facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

This estimate was also identical to the estimated proportion of pre-schoolers in separate day programs receiving their educational programs entirely on-site (also 91 percent). Of the estimated 9 percent of preschool residents of residential schools about 28 percent were reported to go off campus for at least 30 hours of educational/developmental programs. Most of these students were from residential schools primarily serving children and youth with mental retardation or emotional disturbance. Most (72 percent) pre-school students leaving the campus went to part-time programs of at least 3 but less than 30 hours a week. In most instances these were special education or other therapeutic programs. Slightly over half (55 percent) of the estimated 9 percent of separate residential school preschoolers attending full- or part-time off-campus programs attended other separate special education or therapeutic programs. An estimated one quarter (24 percent) of the 9 percent of students attending off-campus programs attended programs that were either primarily for students who were not handicapped or programs specifically intended to integrate handicapped and nonhandicapped students.

### 2. School Age Students (6 through 17 years)

#### a. Day Schools

Table III.3 presents estimates of the proportions of school age students (6 through 17 years old) attending separate day schools who participated exclusively in on-site programs or who attended other off-site programs in addition to their separate school programs. Overall, an estimated 90 percent of all school aged day school students received their entire education program on-site of the separate facility they attended. Public programs generally had

Table III.3

Separate Day School Students Age 6-17 Years Attending Educational or Vocational Programs On and Part-Time Off Site
by Program Type and Primary Disability Served at Facility
(Percent of Students Age 6-17 Years)

| Type of Program | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | 87.4 | 91.0 | 88.2 | * | - | * | * | * | * | * | - | * | 88.4 |
| OFF-SITE PART-TIME | * | 12.7 | 9.0 | 11.8 | * | - | * | * | * | * | * | - | * | 11.6 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 49 | 354 | 373 | 295 | 20 | 0 | 51 | * | * | 31 | 169 | 0 | 35 | 1,404[a] |
| PRIVATE | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | * | * | 88.6 | * | * | * | * | * | * | * | - | * | 91.4 |
| OFF-SITE PART-TIME | * | * | * | 11.4 | * | * | * | * | * | * | * | - | * | 8.6 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 157 | 82 | 107 | 301 | * | * | 43 | * | * | 23 | 110 | 0 | * | 877[b] |
| ALL DAY FACILITIES | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | 94.1 | 88.3 | 92.3 | 88.4 | * | * | * | * | * | * | 90.3 | - | * | 89.6 |
| OFF-SITE PART-TIME | 5.9 | 11.7 | 7.7 | 11.6 | * | * | * | * | * | * | 9.7 | - | * | 10.4 |
| % IN VARIOUS OFF-SITE PROGRAMS | | | | | | | | | | | | | | |
| Special education in separate special education facility | * | * | * | * | * | - | * | * | * | - | * | - | - | 21.6 |
| Special education classes in schools with regular education classes | * | * | * | * | * | - | * | * | * | - | * | - | - | 33.0 |
| Regular education class | * | * | * | * | * | - | * | * | * | - | * | - | - | 18.2 |
| Day activity centers | * | * | * | * | * | - | * | * | * | - | * | - | - | 1.1 |
| Sheltered workshops | * | * | * | * | * | - | * | * | * | - | * | - | - | 1.1 |
| Unpaid vocational training programs | * | * | * | * | * | | * | * | * | | * | | | 15.9 |
| Supervised paid work in non-skilled settings | 5.8 | 11.0 | 5.1 | 9.5 | * | | 0.0 | * | * | | 11.4 | | - | 9.1 |
| Other | 0.0 | 0.0 | 0.0 | 0.0 | * | | 0.0 | * | * | | 0.0 | | | 0.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 206 | 436 | 480 | 596 | 30 | * | 94 | * | 36 | 54 | 279 | 0 | 52 | 2,281[c] |

Notes.

Data on proportions of on- and off-campus participation of 6-17 year olds were reported by day facilities representing 123,322 of the estimated 123,967 students in facilities that had 6-17 year olds. Percentages of various types of off campus programs attended were estimated from the responses from day facilities representing 47,291 of all 123,967 students in facilities that had 6-17 year olds.

Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 1,548 public day facilities.

[b] Of an estimated 1,091 private day facilities.

[c] Of an estimated 2,639 separate day facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

a few more (on average, 3 percentage points) students in off-campus programs than did private facilities.

Of students spending part of their school day away from their separate day school, an estimated 33 percent of those with off-campus classes and about 3.5 percent of all separate day school students attended special education classes in schools with regular education classes. About 22 percent of off-site placements of 3 or more hours per week involved participation in another separate special education or therapeutic program. About 18 percent of separate school students participating in off-site educational programs (as compared with about 2 percent of separate day school students) spent at least 3 hours per week in a regular education classroom.

### b. Residential Schools

Table III.4 presents estimates of the proportions of school age residential school students (6 through 17 years) who participated exclusively in on-campus programs or who attended other off-campus programs during part of the school day. An estimated 81.5 percent of residential school students of school age received their educational programs exclusively on the campus of their residential school. An estimated 18.5 percent of children and youth in residential schools participated at least 3 hours a week in educational programs off-campus. As for students age 6 through 17 in separate day schools, the same age students in public facilities were slightly more likely to participate in off-site programs than were students in private facilities (21 percent and 17 percent, respectively).

Table III.4

Separate Residential School Students Age 6-17 Years Attending Educational or Vocational Programs On or Off Campus
Full- or Part-Time by Program Type and Primary Disability Served at Facility
(Percent of Students Age 6-17 Years)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Program | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | - | * | 76.4 | * | * | * | * | - | * | - | * | - | - | 79.2 |
| OFF CAMPUS FULL- OR PART-TIME | - | * | 23.6 | * | * | * | * | - | * | - | * | - | - | 20.8 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 0 | 26 | 170 | 114 | 45 | 22 | * | 0 | * | 0 | 29 | 0 | 0 | 415[a] |
| PRIVATE | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | * | 71.7 | 83.7 | * | * | * | * | * | * | * | - | * | 86.6 |
| OFF CAMPUS FULL- OR PART-TIME | * | * | 28.3 | 16.3 | * | * | * | * | * | * | * | - | * | 17.4 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 30 | 53 | 87 | 489 | * | * | * | * | * | * | 57 | 0 | * | 766[b] |
| ALL RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | 74.3 | 74.8 | 84.6 | * | * | * | * | * | * | * | - | * | 81.5 |
| OFF CAMPUS FULL- OR PART-TIME | * | 25.7 | 25.2 | 15.4 | * | * | * | * | * | * | * | - | * | 18.5 |
| % IN VARIOUS OFF-CAMPUS PROGRAMS | | | | | | | | | | | | | | |
| Off campus full-time (30 hours or more/week) | | | | | | | | | | | | | | |
| Special education in separate special education facility | * | * | 63.9 | 19.3 | * | * | * | * | - | * | * | - | * | 38.4 |
| Special education classes in schools with regular education classes | * | * | 35.4 | * | * | * | * | * | - | * | * | - | * | 17.1 |
| Regular education class | * | * | * | 27.1 | * | * | * | * | - | * | * | - | * | 10.5 |
| Day activity centers | * | * | * | * | * | * | * | * | - | * | * | - | * | 0.0 |
| Sheltered workshops | * | * | * | * | * | * | * | * | - | * | * | - | * | 0.4 |
| Unpaid vocational training programs | * | * | * | * | * | * | * | * | - | * | * | - | * | 0.4 |
| Supervised paid work in non-skilled settings | * | * | * | * | * | * | * | * | | * | * | | * | 0.4 |
| Other | * | * | * | * | * | * | * | * | | * | * | | * | 0.8 |

| Type of Program | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
| Off campus part-time (3 to 29 hours/week) | | | | | | | | | | | | | | |
| Special education in separate special education facility | * | * | * | * | * | * | * | * | - | * | * | - | * | 5.1 |
| Special education classes in schools with regular education classes | * | * | * | * | * | * | * | * | - | * | * | - | * | 3.9 |
| Regular education class | * | * | * | 18.2 | * | * | * | * | - | * | * | - | * | 10.5 |
| Day activity centers | * | * | * | * | * | * | * | * | - | * | * | - | * | 0.4 |
| Sheltered workshops | * | * | * | * | * | * | * | * | - | * | * | - | * | 0.4 |
| Unpaid vocational training programs | * | * | * | * | * | * | * | * | - | * | * | - | * | 5.4 |
| Supervised paid work in non-skilled settings | * | * | * | * | * | * | * | * | - | * | * | - | * | 4.7 |
| Other | * | * | * | * | * | * | * | * | - | * | * | - | * | 2.4 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 30 | 79 | 257 | 603 | 63 | 24 | * | * | * | * | 86 | 0 | * | 1,181[c] |

Notes.

Data on proportions of on- and off-campus participation of 6-17 year olds were reported by residential facilities representing 55,484 of the estimated 56,101 students in facilities that had 6-17 year olds. Percentages of various types of off campus programs attended were estimated from the responses from residential facilities representing 22,439 of all 56,101 students in facilities that had 6-17 year olds. Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 429 public residential facilities.

[b] Of an estimated 820 private residential facilities.

[c] Of an estimated 1,250 separate residential facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

About two-thirds of the off-campus opportunities involved full-time attendance in off-campus programs. In other words, an estimated 13 percent of school age students in residential school settings were provided their educational programs off the campus of their residential setting. These opportunities were most frequently provided to students living in residential schools where the students were primarily mentally retarded. In a substantial proportion of these cases the students were residents of large public institutions for which local or regional education agencies had educational responsibility and often provided educational programs for school aged students away from the facility, although usually, as also indicated in Table III.4, in a separate day school. An estimated 42 percent of the alternative educational placements involving 3 or more hours off-campus took place in regular education schools, either in separate classes at those schools or in regular classes. This represented such experiences being provided to an estimated 7 to 8 percent of residential school students age 6 through 17.

### 3. Young Adult Students (18 through 21 Years)

#### a. Day Schools

Table III.5 presents estimates of the proportions of students age 18 through 21 years who attended separate day schools who participate exclusively in on-site programs or who attend other off-site programs in addition to the separate day school programs. Overall, an estimated 84 percent of young adults in days schools received their entire educational programs in separate settings, and an estimated 17 percent of the 35,432 students in separate day schools spent at least 3 hours a week in off-site programs. Compared to

## Table III.5

### Separate Day School Students Age 18-21 Years Attending Education or Vocational Programs On or Off Campus Full- or Part-Time by Program Type and Primary Disability Served at Facility (Percent of Students Age 18-21 Years)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Program | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | 79.0 | 84.2 | 76.8 | * | - | * | * | * | * | * | - | * | 81.2 |
| OFF CAMPUS PART-TIME | * | 21.0 | 15.8 | 23.2 | * | - | * | * | * | * | * | - | * | 18.8 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | 29 | 328 | 328 | 172 | * | 0 | 21 | * | * | * | 146 | 0 | 22 | 1,077[a] |
| PRIVATE | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | * | * | 86.5 | * | * | * | - | * | * | * | - | * | 88.0 |
| OFF CAMPUS PART-TIME | * | * | * | 13.5 | * | * | * | - | * | * | * | - | * | 12.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | 43 | 91 | 103 | 142 | * | * | 37 | 0 | * | * | 59 | 0 | * | 498[b] |
| ALL DAY FACILITIES | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | 81.3 | 87.1 | 81.2 | * | * | * | * | * | * | 86.7 | - | * | 83.4 |
| OFF CAMPUS PART-TIME | * | 18.7 | 12.9 | 18.8 | * | * | * | * | * | * | 13.3 | - | * | 16.6 |
| % IN VARIOUS OFF-SITE PROGRAMS | | | | | | | | | | | | | | |
| Special education class in separate special education facilities | * | 17.2 | * | * | * | * | * | * | * | * | * | - | * | 10.2 |
| Special education classes in schools with regular education classes | * | 11.5 | * | * | * | * | * | * | * | * | * | - | * | 7.2 |
| Regular secondary school class | * | 1.9 | 0.0 | * | * | * | * | * | * | * | * | - | * | 4.2 |

| Type of Program | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Primary Disability Served by the Facility |  |  |  |  |  |  |  |  |  |  |  |  |  |
| College or post-secondary technical schools | * | 0.5 | 0.0 | * | * | * | * | * | * | * | * | - | * | 2.4 |
| Unpaid vocational training programs (other than technical schools) | * | 24.4 | 30.0 | * | * | * | * | * | * | * | * | - | * | 24.7 |
| Supervised paid work in sheltered settings | * | 23.4 | * | * | * | * | * | * | * | * | * | - | * | 19.3 |
| Sheltered workshops | * | 13.4 | * | * | * | * | * | * | * | * | * | - | * | 11.4 |
| Day activity centers | * | 1.0 | * | * | * | * | * | * | * | * | * | - | * | 1.8 |
| Other educational/ vocational programs | * | 6.7 | * | * | * | * | * | * | * | * | * | - | * | 18.7 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | 72 | 419 | 431 | 314 | * | * | 58 | * | * | * | 205 | 0 | 25 | 1,575[c] |

Notes.

Data on the proportions of on- and off-campus participation of 18-21 year olds were reported by day facilities representing 96,866 of an estimated 97,574 18-21 year olds. Percentages of various types of off-campus programs used were estimated from the responses of facilities representing 35,780 of 97,574 total students in facilities that had 18-21 year olds.

Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 1,548 public day facilities.

[b] Of an estimated 1,091 private day facilities.

[c] Of an estimated 2,639 separate day facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

younger students, there is a larger difference between public and private day programs in the proportion of students with off-campus programs (19 percent and 12 percent, respectively).

About 16 percent of young adults in day schools for students with mental retardation (about 4,141 of 26,212) participated in at least 3 hours of off-site educational programs per week as did about 19 percent of students in day programs for emotional disturbance (about 714 of 3,800). Vocational programs were the most common part-time off-site programs of 18 through 21 year old day students. An estimated 25 percent of those in off-site programs participated part-time in unpaid vocational training programs, 19 percent were part-time in supervised paid work in non-sheltered settings, 11 percent were part-time in sheltered workshops. Despite the relatively high proportion of work-related participation of students in off-site programs, it should be noted that these individuals represented only about 9 percent of students of transition age in separate day facilities.

### b. Residential Schools

Table III.6 presents estimates of the proportions of residential school students age 18 through 21 years who participated exclusively in on-campus program or who attend other off-campus programs during part of the school day. An estimated 73 percent of the estimated 21,736 residential school students of transition age received their educational program exclusively on the campus of the residential school. An estimated 27 percent of students in residential schools were provided the opportunity to participate at least 3 hours per week in educational programs off-campus. As with older students in separate day programs, those in public residential facilities were more likely (by 7

Table III.6

Separate Residential School Students Age 18-21 Years Attending Education or Vocational Programs On or Off Campus
Full- or Part-Time by Program Type and Primary Disability Served at Facility
(Percent of Students Age 18-21 Years)

| Type of Program | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | - | * | 73.1 | * | * | * | * | - | * | - | * | - | - | 70.0 |
| OFF CAMPUS FULL- OR PART-TIME | - | * | 26.9 | * | * | * | * | - | * | - | * | - | - | 30.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | 0 | 26 | 173 | 61 | 42 | 22 | * | 0 | * | 0 | 28 | 0 | 0 | 359[a] |
| PRIVATE | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | * | * | 77.2 | * | * | * | * | * | * | * | * | * | 76.7 |
| OFF CAMPUS FULL- OR PART-TIME | * | * | * | 22.8 | * | * | * | * | * | * | * | * | * | 23.3 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | 19 | 55 | 76 | 154 | * | * | * | * | * | * | 47 | * | * | 394[b] |
| ALL RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| ON CAMPUS FULL-TIME | * | 69.6 | 74.0 | 76.2 | 58.4 | * | * | * | * | * | * | * | * | 73.5 |
| OFF CAMPUS FULL- OR PART-TIME | * | 30.4 | 26.0 | 23.8 | 41.6 | * | * | * | * | * | * | * | * | 26.5 |
| OFF CAMPUS FULL-TIME (30 HOURS OR MORE PER WEEK) | | | | | | | | | | | | | | |
| Special education class in separate special education facilities | * | * | 44.0 | * | * | * | * | * | * | * | * | * | * | 37.8 |
| Special education classes in schools with regular education classes | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Regular secondary school class | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| College or post-secondary technical school | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Unpaid vocational training programs (other than technical school) | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Supervised paid work in non-skilled settings | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Sheltered workshops | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Day activity centers | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Other educational/vocational programs | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Type of Program | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
| OFF CAMPUS PART-TIME (3 TO 29 HOURS PER WEEK) | | | | | | | | | | | | | | |
| Special education class in separate special education facilities | * | * | 41.9 | * | * | * | * | * | * | * | * | * | * | 36.4 |
| Special education classes in schools with regular education classes | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Regular secondary school class | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| College or post-secondary technical school | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Unpaid vocational training programs (other than technical school) | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Supervised paid work in non-skilled settings | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Sheltered workshops | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Day activity centers | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Other educational/vocational programs | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | * | 81 | 259 | 215 | 56 | 24 | * | * | * | * | 75 | * | * | 753[c] |

Notes.

Data on proportions of on- and off-campus participation of 18-21 year olds were reported by residential facilities representing 37,272 of an estimated 38,236 students in facilities that had 18-21 year olds. Percentages of various types of off-campus programs used were estimated from the responses of residential facilities representing 11,256 of 38,236 students in residences that had 18-21 year olds.
Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 429 public residential facilities.

[b] Of an estimated 820 private residential facilities.

[c] Of an estimated 1,250 separate residential facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

percentage points) to participate in off-campus instructional or training activities than their private school counterparts.

Off-campus opportunities were essentially equally divided between full-time (51 percent) and part-time (49 percent), but most often they were reported to be in other separate settings.

The largest group of young adult students were those with mental retardation, with about 8,757 18 through 21 year olds in residential schools (40 percent of the total). An estimated 30 percent of these students attended off campus programs, most often vocational programs for students with mild or moderate mental retardation (62 percent) and most often separate special education settings for those young adults with severe or profound mental retardation (86 percent). Students with emotional disturbance made up an estimated 17 percent of transition age students in residential facilities. About 24 percent of young adults in residential facilities for emotionally-disturbed students (872 of 3,696) participated in off-campus programs, with most of their placements being into separate special education settings (60 percent).

## B. PRIMARY INSTRUCTIONAL ARRANGEMENT

### 1. Preschool Students (0 through 5 Years)

#### a. Day School Students

Primary instructional arrangements were defined as the instructional settings in which students spend the greatest share of their school day. Table III.7 presents estimates of the proportions of students in separate preschools by the different teaching arrangements used for preschool children (0 through 5 years).

Table III.7

Separate Day School Students Age 0-5 Years in Education Programs at Facility by
Primary Teaching Arrangement and Primary Disability Served at the Facility
(Percent of Students Age 0-5 Years)

| Primary Teaching Arrangement | Primary Disability Served by the Facility: Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | 6.7 | 4.9 | * | * | - | * | * | * | * | * | - | * | 5.2 |
| Group teaching at facility in classes of 6-11 students | * | 68.5 | 74.3 | 52.4 | * | - | 57.0 | * | * | * | 53.6 | - | * | 64.8 |
| Group teaching at facility in classes of 2-5 students | * | 16.9 | 14.1 | * | * | - | * | * | * | * | * | - | * | 16.4 |
| Individual (one-on-one) teaching on site | * | 2.9 | 4.0 | * | * | - | 33.4 | * | * | * | * | - | * | 6.7 |
| "Homebound" tutoring in the student's residence | * | 2.3 | 1.9 | * | * | - | 0.0 | * | * | * | * | - | * | 2.5 |
| Instruction by facility staff at off campus location | * | 2.2 | 0.6 | 0.0 | * | - | 0.0 | * | * | * | 20.4 | - | * | 4.1 |
| Other primary teaching situations | * | 0.5 | 0.3 | 0.0 | * | - | 0.0 | * | * | * | * | - | * | 0.3 |
| TOTAL 0-5 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | 38 | 240 | 287 | 79 | * | 0 | 87 | * | * | 41 | 165 | 0 | 42 | 1,008* |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PRIVATE | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | * | * | * | * | * | * | * | * | * | * | - | * | 7.5 |
| Group teaching at facility in classes of 6-11 students | * | 54.8 | 54.8 | * | * | * | * | * | * | * | 51.8 | - | * | 54.6 |
| Group teaching at facility in classes of 2-5 students | * | * | 30.6 | * | * | * | * | * | * | * | * | - | * | 21.0 |
| Individual (one-on-one) teaching on site | * | * | * | * | * | * | * | * | * | * | * | - | * | 6.7 |
| "Homebound" tutoring in the student's residence | * | * | * | * | * | * | * | * | * | * | * | - | * | 4.9 |
| Instruction by facility staff at off campus location | * | * | * | * | * | * | * | * | * | * | * | - | * | 1.7 |
| Other primary teaching situations | * | * | * | * | * | * | * | * | * | * | * | - | * | 3.5 |
| TOTAL 0-5 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | 38 | 96 | 75 | 70 | * | * | 59 | * | * | 39 | 101 | 0 | 43 | 565[b] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL DAY FACILITIES |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Group teaching at facility in classes of 12 or more students | * | 5.2 | 4.2 | * | * | * | * | * | * | * | 8.9 | - | * | 6.0 |
| Group teaching at facility in classes of 6-11 students | 57.6 | 64.6 | 70.3 | 61.0 | * | * | 64.2 | * | * | 50.3 | 52.9 | - | 58.7 | 61.1 |
| Group teaching at facility in classes of 2-5 students | * | 18.1 | 17.5 | 27.9 | * | * | * | * | * | * | 12.0 | - | * | 18.0 |
| Individual (one-on-one) teaching on site | * | 4.0 | 4.3 | * | * | * | 20.9 | * | * | * | 6.9 | - | * | 6.7 |
| "Homebound" tutoring in the student's residence | * | 2.9 | 3.0 | * | * | * | * | * | * | * | 3.2 | - | * | 3.4 |
| Instruction by facility staff at off campus location | * | 1.7 | 0.6 | * | * | * | * | * | * | * | 13.8 | - | * | 3.2 |
| Other primary teaching situations | * | 3.6 | 0.2 | * | * | * | * | * | * | * | 2.4 | - | * | 1.5 |
| TOTAL 0-5 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | 76 | 336 | 362 | 139 | 31 | * | 146 | * | 31 | 80 | 261 | 0 | 86 | 1,573[c] |

Notes.

Data on proportions of on- and off-campus participation of 0-5 year olds were reported by day facilities representing 89,024 of the estimated 92,154 students in facilities that had 0-5 year olds. Percentages of various types of off-campus programs used are estimated from the responses of day facilities representing 34,722 of all 92,154 students in facilities that had 0-5 year olds.

Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 1,548 public day facilities.

[b] Of an estimated 1,091 private day facilities.

[c] Of an estimated 2,639 separate day facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Generally, the primary teaching arrangement used in separate preschools for young children with handicaps was instruction in groups of 6 to 11 students. An estimated 61 percent of preschool day students had this as their primary instructional situation. An estimated 18 percent were taught primarily in small groups of 2 to 5 students and a small portion of students (6 percent) were reported to receive instruction in settings of 12 or more students. About 7 percent were reported to be educated primarily on a one-to-one basis within the facility. About 3 percent were reported to be educated primarily in their place of residence and another 3 percent to have had a program which involved program staff accompanying the individual to another site, presumably in most instances preschool programs serving both handicapped and nonhandicapped students in the same settings. Private day schools serving preschool age students tend to have somewhat smaller class sizes than public schools.

b. Residential School Students

Table III.8 presents estimates of the percentage of all preschool children in residential schools receiving education programs by various teaching arrangements. Generally the instructional patterns for preschool children in residential schools were quite similar to those in day schools, but with a modest shift toward smaller instructional groupings. An estimated 10 percent fewer residential school preschoolers are in instructional grouping of 6 to 11 students and 10 percent more are in instructional groupings of 2 to 5 students. In all, an estimated half (51 percent) of the preschool students in the sampled facilities were reported to receive most of their preschool programs in groups of 6 to 11 students, an estimated 28 percent in

Table III.8

Separate Residential School Students Age 0-5 Years in Education Programs at Facility by
Primary Teaching Arrangement and Primary Disability Served at the Facility
(Percent of Students Age 0-5 Years)

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| Group teaching at facility in classes of 6-11 students | - | * | * | * | * | * | * | - | * | - | * | - | - | 35.3 |
| Group teaching at facility in classes of 2-5 students | - | * | * | * | * | * | * | - | * | - | * | - | - | 38.1 |
| Individual (one-on-one) teaching in the facility's education unit | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| "Homebound" tutoring in the residential or health care unit | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| Instruction by facility staff at off campus location | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| Instruction by other staff at off campus location | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| No educational or developmental program | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| Other primary teaching situations | - | * | * | * | * | * | * | - | * | - | * | - | - | * |
| TOTAL 0-5 YEARS OF AGE | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | - | 100.0 | - | - | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | 0 | * | 50 | 21 | 40 | * | * | 0 | * | 0 | * | 0 | 0 | 145* |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PRIVATE** | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | - | * | * | * | * | * | * | * | * | * | * | - | * | 2.5 |
| Group teaching at facility in classes of 6-11 students | - | * | * | 62.9 | * | * | * | * | * | * | * | - | * | 59.4 |
| Group teaching at facility in classes of 2-5 students | - | * | * | 16.8 | * | * | * | * | * | * | * | - | * | 22.5 |
| Individual (one-on-one) teaching in the facility's education unit | - | * | * | * | * | * | * | * | * | * | * | - | * | 7.5 |
| "Homebound" tutoring in the residential or health care unit | - | * | * | 0.0 | * | * | * | * | * | * | * | - | * | 0.8 |
| Instruction by facility staff at off campus location | - | * | * | * | * | * | * | * | * | * | * | - | * | 3.0 |
| Instruction by other staff at off campus location | - | * | * | * | * | * | * | * | * | * | * | - | * | 2.1 |
| No educational or developmental program | - | * | * | * | * | * | * | * | * | * | * | - | * | 1.5 |
| Other primary teaching situations | - | * | * | * | * | * | * | * | * | * | * | - | * | 0.6 |
| TOTAL 0-5 YEARS OF AGE | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | * | * | 53 | 119 | * | * | * | * | * | * | 34 | 0 | * | 255[b] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | - | * | * | * | * | * | * | * | * | * | * | - | * | 3.1 |
| Group teaching at facility in classes of 6-11 students | - | * | 46.6 | 60.1 | * | * | * | * | * | * | * | - | * | 50.7 |
| Group teaching at facility in classes of 2-5 students | - | * | 24.2 | 22.2 | * | * | * | * | * | * | * | - | * | 28.2 |
| Individual (one-on-one) teaching in the facility's education unit | - | * | * | * | * | * | * | * | * | * | * | - | * | 8.7 |
| "Homebound" tutoring in the residential or health care unit | - | * | * | * | * | * | * | * | * | * | * | - | * | 3.1 |
| Instruction by facility staff at off campus location | - | * | * | * | * | * | * | * | * | * | * | - | * | 2.6 |
| Instruction by other staff at off campus location | - | * | * | * | * | * | * | * | * | * | * | - | * | 1.8 |
| No educational or developmental program | - | * | * | * | * | * | * | * | * | * | * | - | * | 1.2 |
| Other primary teaching situations | - | * | 0.0 | * | * | * | * | * | * | * | * | - | * | 0.6 |
| TOTAL 0-5 YEARS OF AGE | - | * | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 0-5 | * | * | 103 | 140 | 56 | * | * | * | * | * | 47 | 0 | * | 400[c] |

Notes.

Data for this table were provided by residential facilities representing 27,775 of the estimated 27,775 students in residential facilities that had 0-5 year olds.

Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 429 public residential facilities.

[b] Of an estimated 820 private residential facilities.

[c] Of an estimated 1,250 separate residential facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

groups of 2 to 5 students. Private residential facilities more often reported students being instructed in larger classes than public facilities, the opposite pattern from what was observed for preschoolers in day schools. Reported use of one-to-one instruction as the primary teaching method was similar for residential and day students overall, with 9 percent of residential students and 7 percent of day school students receiving primarily one-to-one instruction on-site and another 3 percent of students in both residential and day schools primarily receiving "homebound" instruction in their living unit or residence. Public facilities more often provided individual or homebound instruction to students than private facilities (18 percent and 8 percent, respectively). An estimated 1 percent of preschool age children in residential settings were reported to have "no educational/developmental training program, either on or off campus."

### 2. School Age Students (6 through 17 Years)

#### a. Day Schools

Primary instructional arrangements are defined as the instructional settings in which students spend the greatest share of their school day. Table III.9 presents estimates of the proportion of students in separate day schools by the different primary teaching arrangements used for school age children (6 through 17 years old). Estimates are provided by the primary disability of the student population of the schools. Generally the primary teaching arrangement used in day schools for school age children with handicaps was group instruction in classes with 6 to 11 students. An estimated 71 percent of day school students were reported to have this as their primary educational situation. About 10 percent of students in separate

Table III.9

Separate Day School Students Age 6-17 Years in Education or Vocational Programs at Facility by the Primary Teaching Arrangement and the Primary Disability Served at the Facility
(Percent of Students Age 6-17 Years)

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | 19.8 | 10.8 | 5.6 | * | - | * | * | * | * | * | - | * | 11.2 |
| Group teaching at facility in classes of 6-11 students | * | 65.2 | 74.5 | 76.5 | * | - | * | * | * | * | * | - | * | 74.0 |
| Group teaching at facility in classes of 2-5 students | * | 6.9 | 7.7 | 8.2 | * | - | * | * | * | * | * | - | * | 8.3 |
| Individual (one-on-one) teaching on-site | * | 6.2 | 5.5 | 8.4 | * | - | * | * | * | * | * | - | * | 5.2 |
| "Homebound" tutoring in the student's residence | * | 0.1 | 0.2 | 0.2 | * | - | * | * | * | * | * | - | * | 0.1 |
| Instruction by facility staff at off campus sites | * | 1.2 | 0.9 | 1.2 | * | 0 | * | * | * | * | * | - | * | 0.9 |
| Other primary teaching situations | * | 0.6 | 0.5 | 0.0 | * | | * | * | * | * | * | - | * | 0.4 |
| TOTAL NUMBER OF STUDENTS 6-17 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 49 | 354 | 373 | 295 | 20 | 0 | 51 | * | * | 31 | 169 | 0 | 35 | 1,404[a] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PRIVATE | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | 14.4 | * | * | 6.6 | * | * | * | * | * | * | * | - | * | 8.6 |
| Group teaching at facility in classes of 6-11 students | 64.0 | 53.7 | 50.0 | 81.8 | * | * | * | * | * | * | 70.3 | - | * | 68.6 |
| Group teaching at facility in classes of 2-5 students | 15.8 | * | 39.2 | 11.5 | * | * | * | * | * | * | * | - | * | 17.6 |
| Individual (one-on-one) teaching on-site | * | * | * | 1.7 | * | * | * | * | * | * | * | - | * | 3.7 |
| "Homebound" tutoring in the student's residence | 0.0 | * | * | 0.1 | * | * | * | * | * | * | * | - | * | 0.1 |
| Instruction by facility staff at off campus sites | * | * | 0.0 | 0.2 | * | * | * | * | * | * | * | - | * | 0.7 |
| Other primary teaching situations | 0.0 | * | 0.0 | 0.3 | * | * | * | * | * | * | * | - | * | 0.8 |
| TOTAL NUMBER OF STUDENTS 6-17 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 157 | 82 | 107 | 301 | * | * | 43 | * | * | 23 | 110 | 0 | * | 877[b] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL DAY FACILITIES | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | 14.1 | 18.9 | 10.4 | 5.1 | * | * | * | * | * | * | 7.4 | - | * | 10.2 |
| Group teaching at facility in classes of 6-11 students | 68.9 | 63.0 | 69.0 | 79.3 | * | * | 79.7 | * | * | * | 78.9 | - | * | 71.9 |
| Group teaching at facility in classes of 2-5 students | 12.5 | 9.6 | 14.7 | 9.9 | * | * | * | * | * | * | 7.1 | - | * | 11.9 |
| Individual (one-on-one) teaching on-site | 4.1 | 5.7 | 4.7 | 4.8 | * | * | * | * | * | * | 4.2 | - | * | 4.6 |
| "Homebound" tutoring in the student's residence | 0.1 | 0.1 | 0.1 | 0.1 | * | * | * | * | * | * | 0.1 | - | * | 0.1 |
| Instruction by facility staff at off campus sites | 0.3 | 1.8 | 0.7 | 0.7 | * | * | * | * | * | * | 1.1 | - | * | 0.8 |
| Other primary teaching situations | <0.1 | 0.9 | 0.4 | 0.2 | * | * | * | * | * | * | 1.3 | - | * | 0.5 |
| TOTAL NUMBER OF STUDENTS 6-17 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 206 | 436 | 480 | 596 | 30 | 3 | 94 | 13 | 36 | 54 | 279 | 0 | 52 | 2,281[c] |

Notes.

Data for this table were provided by day schools that represented 123,322 of the estimated 123,967 students in facilities with 6-17 year old students.

Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 1,548 public day facilities.

[b] Of an estimated 1,091 private day facilities.

[c] Of an estimated 2,639 separate day facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

day schools for students with handicaps were reported to have classes of 12 or more students as their primary instructional arrangement. Students most likely to be in these relatively large classes were those with mild or moderate mental retardation and learning disabilities. One-to-one teaching arrangements were reported as the primary educational arrangement for only about 5 percent of students. Public and private schools differed in the distribution of students across the three major class size categories, but overall there was little difference in average class size.

b. Residential Schools

Table III.10 presents estimates of the proportions of school age children in residential schools according the primary teaching arrangement. In general, there was a tendency toward smaller groupings within the residential schools than was reported by the day schools, with very little difference between public and private residential facilities. For example, while 72 percent of day school children and youth were primarily taught in classes of 6 to 11 students, and only 12 percent in classes of 2 to 5 students, among the residential school students the comparable proportions were 58 percent and 21 percent. This same tendency was also noted in the teaching arrangements for preschool children in residential and day settings and is undoubtedly associated with the generally more severe levels of impairment among the populations of residential schools. About 8 percent of students were reported to be educated off-campus from their residential facility.

Table III.10

### Separate Residential School Students Age 6-17 Years in Education or Vocational Programs at Facility by the Primary Teaching Arrangement and the Primary Disability Served at the Facility
(Percent of Students Age 6-17 Years)

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | - | * | * | * | * | * | * | - | * | - | * | - | - | 4.5 |
| Group teaching at facility in classes of 6-11 students | - | * | 43.6 | 77.1 | * | * | * | - | * | - | * | - | - | 56.1 |
| Group teaching at facility in classes of 2-5 students | - | * | 23.3 | * | * | * | * | - | * | - | * | - | - | 24.5 |
| Individual (one-on-one) teaching in the facility's education unit | - | * | * | * | * | * | * | - | * | - | * | - | - | 1.9 |
| "Homebound" tutoring in the residential or health care unit | - | * | * | * | * | * | * | - | * | - | * | - | - | 3.2 |
| Instruction by facility staff off-campus | - | * | * | * | * | * | * | - | * | - | * | - | - | 1.3 |
| Instruction by other staff off-campus | - | * | 14.8 | * | * | * | 51.7 | - | * | - | * | - | - | 8.6 |
| No educational or developmental program | - | * | * | * | * | * | * | - | * | - | * | - | - | <0.0 |
| Other primary teaching situations | - | * | * | * | * | * | * | - | * | - | * | - | - | <0.0 |
| TOTAL NUMBER OF STUDENTS 6-17 YEARS OF AGE | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | - | 100.0 | - | - | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 0 | 26 | 170 | 114 | 45 | 22 | * | 0 | * | 0 | 29 | 0 | 0 | 415[a] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PRIVATE** | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | * | * | 6.5 | * | * | * | * | * | * | * | - | * | 6.8 |
| Group teaching at facility in classes of 6-11 students | * | 57.2 | 55.8 | 62.5 | * | * | * | * | * | * | * | - | * | 59.8 |
| Group teaching at facility in classes of 2-5 students | * | * | * | 17.5 | * | * | * | * | * | * | * | - | * | 20.0 |
| Individual (one-on-one) teaching in the facility's education unit | * | * | * | 5.4 | * | * | * | * | * | * | * | - | * | 4.7 |
| "Homebound" tutoring in the residential or health care unit | * | * | * | 1.4 | * | * | * | * | * | * | * | - | * | 0.9 |
| Instruction by facility staff off-campus | * | * | * | 0.9 | * | * | * | * | * | * | * | - | * | 1.4 |
| Instruction by other staff off-campus | * | * | * | 4.6 | * | * | * | * | * | * | * | - | * | 5.6 |
| No educational or developmental program | * | * | * | 0.4 | * | * | * | * | * | * | * | - | * | 0.3 |
| Other primary teaching situations | * | * | * | 0.9 | * | * | * | * | * | * | * | - | * | 0.6 |
| TOTAL NUMBER OF STUDENTS 6-17 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 30 | 53 | 87 | 489 | * | * | * | * | * | * | 57 | 0 | * | 766[b] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | * | 6.7 | 5.9 | * | * | * | * | * | * | * | - | * | 6.0 |
| Group teaching at facility in classes of 6-11 students | * | 48.0 | 47.7 | 65.2 | * | * | 40.7 | * | * | 55.1 | 69.6 | - | * | 58.5 |
| Group teaching at facility in classes of 2-5 students | * | 35.1 | 22.7 | 16.9 | * | * | * | * | * | * | * | - | 38.7 | 21.6 |
| Individual (one-on-one) teaching in the facility's education unit | * | * | 3.0 | 4.6 | * | * | * | * | * | * | * | - | * | 3.7 |
| "Homebound" tutoring in the residential or health care unit | * | * | 4.7 | 1.2 | * | * | * | * | * | * | * | - | * | 1.7 |
| Instruction by facility staff off-campus | * | * | 2.5 | 0.8 | * | * | * | * | * | * | * | - | * | 1.6 |
| Instruction by other staff off-campus | * | * | 12.5 | 4.4 | * | * | 24.1 | * | * | 44.9 | * | - | * | 6.6 |
| No educational or developmental program | * | * | 0.1 | 0.4 | * | * | * | * | * | * | * | - | * | 0.2 |
| Other primary teaching situations | * | * | * | 0.7 | * | * | * | * | * | * | * | - | * | 0.4 |
| TOTAL NUMBER OF STUDENTS 6-17 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 6-17 | 30 | 79 | 257 | 603 | 63 | 24 | * | * | * | * | 86 | 0 | * | 1,181[c] |

Notes.

Data for this table were provided by residential schools that represented 55,484 of the estimated 56,101 students in facilities with 6-17 year olds.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Almost all the education provided to students in residential facilities was provided outside the residential unit. Most common use of the living unit as the setting for providing educational programs was in the residential facilities primarily serving students with severe or profound mental retardation (mostly large public institutions). About 5 percent of the school age children and youth in these facilities were reported to be receiving "homebound" instruction. Virtually no students in residential settings were identified as being without an educational program (0.2 percent).

### 3. Young Adults (18 through 21 Years)

#### a. Day Schools

Table III.11 presents estimates of the proportion of students age 18 through 21 years in separate day schools according to the primary teaching arrangements in which they were educated. Generally the primary teaching arrangement used in day school programs for young adult students was group teaching in classes of 6 to 11 students. Approximately 65 percent of these students were primarily taught in such an arrangement. In general, the teaching arrangements for youth were very similar to those for school aged children and youth. There were slightly higher proportions of the older students than school age students taught in groups of 12 or more (15 percent and 10 percent), and a smaller proportion taught in groups of 6 to 11 students (65 percent and 72 percent). Small group instruction in settings of 2 to 5 students was similar for young adults and school-aged students (11 percent and 12 percent), with primary instruction in one-to-one teaching being relatively rare for both groups of students (7 percent for young adult students, 5 percent for school aged). Private facilities were somewhat more likely to

Table III.11

Separate Day School Students Age 18-21 Years in Education or Development Programs at Facility by the Primary Teaching Arrangement and the Primary Disability Served at the Facility
(Percent of Students Age 18-21 Years)

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | 23.1 | 12.4 | * | * | - | * | * | * | * | * | - | * | 15.3 |
| Group teaching at facility in classes of 6-11 students | * | 61.9 | 69.6 | 67.5 | * | - | * | * | * | * | 73.6 | - | * | 66.8 |
| Group teaching at facility in classes of 2-5 students | * | 4.9 | 7.5 | * | * | - | * | * | * | * | * | - | * | 7.8 |
| Individual (one-on-one) teaching on-site | * | 6.6 | 7.7 | * | * | - | * | * | * | * | * | - | * | 6.9 |
| "Homebound" tutoring in the student's residence | * | <0.0 | 0.3 | * | * | - | * | * | * | * | * | - | * | 0.1 |
| Instruction by facility staff at off campus sites | * | 1.4 | 1.2 | * | * | - | * | * | * | * | * | - | * | 1.6 |
| Other primary teaching situations | * | 2.2 | 1.3 | * | * | - | * | * | * | * | * | - | * | 1.5 |
| TOTAL STUDENTS 18-21 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | 29 | 328 | 328 | 172 | * | 0 | 21 | * | * | * | 146 | 0 | 22 | 1,077[a] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PRIVATE** | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | 34.0 | * | * | * | * | * | - | * | * | * | - | * | 13.0 |
| Group teaching at facility in classes of 6-11 students | * | 48.8 | 45.4 | 70.1 | * | * | * | - | * | * | * | - | * | 60.4 |
| Group teaching at facility in classes of 2-5 students | * | * | 27.9 | 16.0 | * | * | * | - | * | * | * | - | * | 17.1 |
| Individual (one-on-one) teaching on-site | * | * | * | * | * | * | * | - | * | * | * | - | * | 6.1 |
| "Homebound" tutoring in the student's residence | * | * | * | * | * | * | * | - | * | * | * | - | * | <0.0 |
| Instruction by facility staff at off campus sites | * | * | * | * | * | * | * | - | * | * | * | - | * | 1.5 |
| Other primary teaching situations | * | * | * | * | * | * | * | - | * | * | * | - | * | 2.0 |
| TOTAL STUDENTS 18-21 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | 100.0 | 100.0 | | 100.0 | |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | 43 | 91 | 103 | 142 | * | * | 37 | 0 | * | * | 59 | 0 | * | 498[b] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL DAY FACILITIES | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | 25.5 | 13.6 | 9.2 | * | * | * | * | * | * | 8.6 | - | * | 14.6 |
| Group teaching at facility in classes of 6-11 students | 57.7 | 59.0 | 63.8 | 68.6 | * | * | * | * | * | * | 72.5 | - | * | 64.8 |
| Group teaching at facility in classes of 2-5 students | * | 5.5 | 12.4 | 11.7 | * | * | * | * | * | * | 9.3 | - | * | 10.7 |
| Individual (one-on-one) teaching on-site | * | 5.9 | 7.7 | 7.8 | * | * | * | * | * | * | 5.7 | - | * | 6.7 |
| "Homebound" tutoring in the student's residence | * | <0.1 | 0.2 | <0.1 | * | * | * | * | * | * | 0.1 | - | * | 0.1 |
| Instruction by facility staff at off campus sites | * | 1.6 | 1.1 | 1.5 | * | * | * | * | * | * | 2.4 | - | * | 1.5 |
| Other primary teaching situations | * | 2.5 | 1.2 | 1.3 | * | * | * | * | * | * | 1.5 | - | * | 1.7 |
| TOTAL STUDENTS 18-21 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |
| NUMBER OF FACILITIES SERVING STUDENTS AGE 18-21 | 72 | 619 | 431 | 314 | * | * | 58 | * | * | * | 205 | 0 | 25 | 1,575[c] |

Notes:

Data for this table were provided by day facilities representing 96,866 of the estimated 97,574 students in facilities that had 18-21 year olds.

Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 1,548 public day facilities.

[b] Of an estimated 1,091 private day facilities.

[c] Of an estimated 2,639 separate day facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

instruct young adult students in small (2 to 5 student) classes than public day facilities.

### b. Residential Schools

Table III.12 presents estimates of the proportion of young adult students in residential schools according to the primary arrangement in which they were taught. As was noted in the teaching arrangements for both preschoolers and school age children, there was a tendency toward smaller groups in the primary teaching arrangements of residential schools as compared with day schools. About 15 percent of day school students were reported to be taught in groups of 12 or more students for the bulk of their instruction as compared with about 8 percent of the residential school students. About 65 percent of day students but only 50 percent of residential students were reported to be taught primarily in settings with 6 to 11 students. Instruction in groups of 2 to 5 students, on the other hand, was much more common in residential schools than in day schools (26 percent and 11 percent, respectively). As was the case in day schools, one-to-one instruction is rarely the primary method of instruction (only 4 percent of residential school students). Nearly 10 percent of the residential school students were reported primarily to receive instruction off-campus of the residential school. None of the 18 through 21 year olds in the residential facilities sampled was reported to be without an educational, vocational or developmental program.

## C. FREQUENCY OF STUDENT EVALUATIONS

### 1. Day Schools

Table III.13 presents estimates of the proportions of separate day schools providing different types of student evaluations by their annual

Table III.12

Separate Residential School Students Age 18-21 Years in Education or Development Programs at Facility by the Primary Teaching Arrangement and the Primary Disability Served at the Facility
(Percent of Students Age 18-21 Years)

| Primary Teaching Arrangement | Primary Disability Served by the Facility: Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | - | * | * | * | * | * | * | - | * | - | * | - | - | 5.7 |
| Group teaching at facility in classes of 6-11 students | - | * | 40.5 | 52.2 | * | * | * | - | * | - | * | - | - | 46.5 |
| Group teaching at facility in classes of 2-5 students | - | * | 27.1 | 23.5 | * | * | * | - | * | - | * | - | - | 28.1 |
| Individual (one-on-one) teaching in the facility's education unit | - | * | * | * | * | * | * | - | * | - | * | - | - | 2.2 |
| "Homebound" tutoring in the residential or health care unit | - | * | * | * | * | * | * | - | * | - | * | - | - | 2.4 |
| Instruction by facility staff off-campus | - | * | * | * | * | * | * | - | * | - | * | - | - | 0.8 |
| Instruction by other staff off-campus | - | * | 19.0 | * | * | * | * | - | * | - | * | - | - | 13.1 |
| No educational, vocational or developmental program | - | * | * | * | * | * | * | - | * | - | * | - | - | 0.0 |
| Other primary educational, vocational or developmental program | - | * | * | * | * | * | * | - | * | - | * | - | - | 1.2 |
| TOTAL STUDENTS 18-21 YEARS OF AGE | - | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | | 100.0 | - | 100.0 | | | 100.0 |
| NUMBER OF FACILITIES WITH STUDENTS AGE 18-21 | 0 | 26 | 173 | 61 | 42 | 22 | * | | * | | 28 | | | 354[a] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PRIVATE** | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | * | * | * | * | * | * | * | * | * | * | * | * | 9.3 |
| Group teaching at facility in classes of 6-11 students | * | 47.3 | 55.0 | 50.3 | * | * | * | * | * | * | * | * | * | 54.1 |
| Group teaching at facility in classes of 2-5 students | * | * | * | 30.1 | * | * | * | * | * | * | * | * | * | 24.0 |
| Individual (one-on-one) teaching in the facility's education unit | * | * | * | * | * | * | * | * | * | * | * | * | * | 4.4 |
| "Homebound" tutoring in the residential or health care unit | * | * | * | * | * | * | * | * | * | * | * | * | * | 1.7 |
| Instruction by facility staff off-campus | * | * | * | * | * | * | * | * | * | * | * | * | * | 1.0 |
| Instruction by other staff off-campus | * | * | * | * | * | * | * | * | * | * | * | * | * | 4.3 |
| No educational, vocational or developmental program | * | * | * | * | * | * | * | * | * | * | * | * | * | 0.0 |
| Other primary educational, vocational or developmental program | * | * | * | * | * | * | * | * | * | * | * | * | * | 1.3 |
| TOTAL STUDENTS 18-21 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| NUMBER OF FACILITIES WITH STUDENTS AGE 18-21 | 19 | 55 | 76 | 154 | * | * | * | * | * | * | 47 | * | * | 394[b] |

| Primary Teaching Arrangement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| Group teaching at facility in classes of 12 or more students | * | * | 9.6 | 4.9 | * | * | * | * | * | * | * | * | * | 7.6 |
| Group teaching at facility in classes of 6-11 students | * | 42.9 | 44.9 | 50.8 | * | * | * | * | * | * | * | * | * | 50.5 |
| Group teaching at facility in classes of 2-5 students | * | 35.3 | 22.9 | 28.3 | * | * | * | * | * | * | * | * | * | 25.8 |
| Individual (one-on-one) teaching in the facility's education unit | * | * | 2.2 | 7.1 | * | * | * | * | * | * | * | * | * | 3.4 |
| "Homebound" tutoring in the residential or health care unit | * | * | 3.7 | 1.9 | * | * | * | * | * | * | * | * | * | 2.0 |
| Instruction by facility staff off-campus | * | * | 0.9 | 0.6 | * | * | * | * | * | * | * | * | * | 0.9 |
| Instruction by other staff off-campus | * | * | 15.1 | 5.5 | * | * | * | * | * | * | * | * | * | 8.6 |
| No educational, vocational or developmental program | * | * | 0.0 | 0.0 | * | * | * | * | * | * | * | * | * | 0.0 |
| Other primary educational, vocational or developmental program | * | * | 0.7 | 0.9 | * | * | * | * | * | * | * | * | * | 1.3 |
| TOTAL STUDENTS 18-21 YEARS OF AGE | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| NUMBER OF FACILITIES WITH STUDENTS AGE 18-21 | * | 81 | 259 | 215 | 56 | 24 | * | * | * | * | 75 | * | * | 753[c] |

Notes.

Data for this table were provided by residential facilities representing 37,272 of the estimated 38,236 students in facilities that had 18-21 year olds.

Dashes indicate cells with one or fewer responding facilities.

[a] Of an estimated 429 public residential facilities.

[b] Of an estimated 820 private residential facilities.

[c] Of an estimated 1,250 separate residential facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Table III.13

Frequency of Types of Evaluation Activities Performed for Students
of Separate Day Schools by Primary Disability Served at Facility
(Percent of Facilities Indicating Number of Times per Calendar Year)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Types of Evaluation Activities | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Measurement of progress toward goals in IEP | | | | | | | | | | | | | | |
| 0 times/year | * | 2.4 | 3.1 | * | * | | * | 28.0 | * | * | * | | * | 1.4 |
| 1 time/year | * | 15.3 | 35.0 | 6.3 | * | | * | 44.1 | * | * | 9.4 | | * | 14.9 |
| 2 times/year | * | 19.7 | 18.3 | 17.1 | * | | * | * | * | * | 45.3 | | * | 24.1 |
| 3-4 times/year | * | 43.1 | 20.2 | 22.3 | * | | 38.6 | * | * | * | 29.7 | | * | 30.4 |
| 5 or more | * | 19.6 | 23.4 | 54.2 | * | | 38.9 | 28.0 | * | * | 15.5 | | * | 29.2 |
| Re-evaluation or revision of IEP | | | | | | | | | | | | | | |
| 0 times/year | * | 1.0 | 0.8 | 2.0 | * | | * | * | * | * | 1.5 | | * | 1.4 |
| 1 time/year | * | 58.3 | 70.9 | 67.5 | * | | 76.3 | 55.9 | * | * | 38.0 | | * | 60.9 |
| 2 times/year | * | 21.3 | 12.8 | 13.0 | * | | * | * | * | * | 45.0 | | * | 20.2 |
| 3-4 times/year | * | 18.7 | 10.3 | 9.8 | * | | * | 44.1 | * | * | 12.3 | | * | 13.2 |
| 5 or more | * | 0.7 | 5.1 | 7.6 | * | | * | * | * | * | 3.2 | | * | 4.4 |
| Formal written reports to parents | | | | | | | | | | | | | | |
| 0 times/year | * | 1.7 | 1.2 | 1.8 | * | | * | * | * | * | 0.9 | | * | 1.2 |
| 1 time/year | * | 14.1 | 32.5 | 7.0 | * | | 30.9 | * | * | * | 13.7 | | * | 16.1 |
| 2 times/year | * | 21.2 | 19.1 | 4.2 | * | | * | * | * | * | 46.2 | | * | 19.3 |
| 3-4 times/year | * | 48.0 | 26.7 | 64.8 | * | | 46.8 | 28.0 | * | * | 29.6 | | * | 45.6 |
| 5 or more | * | 15.0 | 20.0 | 22.3 | * | | * | 72.0 | * | * | 10.5 | | * | 17.8 |
| Meetings with parents | | | | | | | | | | | | | | |
| 0 times/year | * | * | 1.0 | * | * | | * | * | * | * | * | | * | 0.2 |
| 1 time/year | * | 27.8 | 28.4 | 3.9 | * | | 48.0 | * | * | * | 2.3 | | * | 17.3 |
| 2 times/year | 49.9 | 38.5 | 28.9 | 18.1 | * | | 28.3 | * | * | * | 67.8 | | * | 35.5 |
| 3-4 times/year | * | 28.7 | 32.5 | 63.7 | * | | * | * | * | * | 26.3 | | * | 38.3 |
| 5 or more | * | 5.0 | 9.2 | 14.3 | * | | * | * | * | * | 2.5 | | * | 8.7 |
| Meetings with LEA or other education agency | | | | | | | | | | | | | | |
| 0 times/year | * | 9.7 | 19.0 | 3.5 | * | | * | 72.0 | * | * | 38.5 | | * | 15.8 |
| 1 time/year | 55.3 | 65.5 | 56.5 | 68.0 | * | | 73.2 | 28.0 | * | * | 47.8 | | * | 60.9 |
| 2 times/year | * | 15.7 | 8.9 | 9.9 | * | | * | * | * | * | 10.3 | | * | 11.0 |
| 3-4 times/year | * | 5.9 | 8.1 | 7.6 | * | | * | * | * | * | 0.8 | | * | 6.0 |
| 5 or more | * | 3.3 | [illegible] | [illegible] | * | | * | * | * | * | [illegible] | | * | 6.3 |

| Types of Evaluation Activities | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
| **PRIVATE** | | | | | | | | | | | | | | |
| Measurement of progress toward goals in IEP | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 1.7 | * | * | * | - | * | * | * | - | * | 0.6 |
| 1 time/year | * | * | * | 11.7 | * | * | * | - | * | * | 20.6 | - | * | 15.2 |
| 2 times/year | 35.4 | 21.8 | 26.6 | 17.4 | * | * | * | - | * | * | * | - | * | 24.1 |
| 3-4 times/year | 34.7 | 55.7 | 23.7 | 43.2 | * | * | * | - | * | * | 49.9 | - | * | 38.9 |
| 5 or more | 24.0 | * | 35.9 | 25.9 | * | * | * | - | * | * | 22.6 | - | * | 21.3 |
| Re-evaluation or revision of IEP | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | * | * | * | * | - | * | * | * | - | * | 1.3 |
| 1 time/year | 21.4 | 27.0 | 43.8 | 39.6 | * | * | * | - | * | * | 26.8 | - | * | 28.3 |
| 2 times/year | 37.1 | 42.3 | * | 29.8 | * | * | * | - | * | * | 18.1 | - | * | 30.0 |
| 3-4 times/year | 17.3 | 17.8 | 19.9 | 22.7 | * | * | * | - | * | * | 38.9 | - | * | 23.9 |
| 5 or more | 17.6 | * | 29.4 | 7.8 | * | * | * | - | * | * | * | - | * | 16.4 |
| Formal written reports to parents | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 0.7 | * | * | * | - | * | * | * | - | * | 1.5 |
| 1 time/year | * | * | 30.7 | 2.9 | * | * | * | - | * | * | * | - | * | 9.3 |
| 2 times/year | * | 29.6 | * | 19.5 | * | * | * | - | * | * | * | - | * | 20.0 |
| 3-4 times/year | 52.3 | 52.4 | 36.0 | 51.4 | * | * | * | - | * | * | 55.1 | - | * | 46.2 |
| 5 or more | 22.7 | * | 23.4 | 25.6 | * | * | * | - | * | * | 30.3 | - | * | 23.0 |
| Meetings with parents | | | | | | | | | | | | | | |
| 0 times/year | * | 0.0 | 0.0 | 0.0 | * | * | * | - | * | * | * | - | * | 0.5 |
| 1 time/year | * | * | 50.9 | 2.8 | * | * | * | - | * | * | * | - | * | 9.4 |
| 2 times/year | 27.8 | 37.9 | * | 33.2 | * | * | * | - | * | * | 31.1 | - | * | 34.1 |
| 3-4 times/year | 55.3 | 23.4 | 26.6 | 31.7 | * | * | * | - | * | * | 51.0 | - | * | 35.7 |
| 5 or more | * | 27.0 | * | 32.3 | * | * | * | - | * | * | 9.8 | - | * | 20.3 |
| Meetings with LEA or other education agency | | | | | | | | | | | | | | |
| 0 times/year | 39.6 | 16.4 | * | 7.6 | * | * | * | - | * | * | * | - | * | 15.0 |
| 1 time/year | 29.7 | 62.1 | 86.2 | 40.0 | * | * | * | - | * | * | * | - | * | 58.1 |
| 2 times/year | 25.1 | * | * | 33.8 | * | * | * | - | * | * | * | - | * | 17.7 |
| 3-4 times/year | * | * | * | 5.4 | * | * | * | - | * | * | * | - | * | 4.5 |
| 5 or more | * | * | * | 13.2 | * | * | * | - | * | * | * | - | * | 4.8 |

| Types of Evaluation Activities | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL DAY FACILITIES | | | | | | | | | | | | | | |
| Measurement of progress toward goals in IEP | | | | | | | | | | | | | | |
| 0 times/year | 1.2 | 1.7 | 2.3 | 0.7 | * | * | * | * | * | 0.0 | * | - | 0.0 | 1.1 |
| 1 time/year | 3.3 | 13.9 | 29.9 | 8.5 | * | * | * | * | * | 0.0 | 13.3 | - | * | 15.0 |
| 2 times/year | 32.9 | 20.3 | 20.3 | 17.2 | * | * | 18.5 | * | * | 49.4 | 31.9 | - | 37.7 | 24.1 |
| 3-4 times/year | 36.0 | 47.0 | 21.0 | 30.9 | * | * | 41.0 | * | * | 31.2 | 36.8 | - | 36.3 | 34.0 |
| 5 or more | 26.7 | 17.1 | 26.4 | 42.7 | * | * | 25.6 | * | * | * | 18.0 | - | * | 25.8 |
| Re-evaluation or revision of IEP | | | | | | | | | | | | | | |
| 0 times/year | 6.7 | 0.7 | 0.6 | 1.2 | * | * | * | * | * | * | 2.0 | - | 0.0 | 1.4 |
| 1 time/year | 33.1 | 48.7 | 64.9 | 56.7 | * | * | 53.0 | * | * | 33.1 | 34.4 | - | 34.7 | 47.9 |
| 2 times/year | 32.8 | 27.7 | 11.5 | 19.5 | * | * | 27.8 | * | * | 35.6 | 36.4 | - | 26.8 | 24.1 |
| 3-4 times/year | 17.0 | 18.4 | 12.4 | 14.8 | * | * | * | * | * | * | 20.8 | - | 35.6 | 17.5 |
| 5 or more | 12.5 | 4.5 | 10.5 | 7.7 | * | * | * | * | * | * | 6.4 | - | * | 9.2 |
| Formal written reports to parents | | | | | | | | | | | | | | |
| 0 times/year | * | 2.0 | 1.3 | 1.4 | * | * | * | * | * | * | 0.9 | - | * | 1.3 |
| 1 time/year | 9.3 | 13.5 | 32.1 | 5.3 | * | * | 19.5 | * | * | * | 9.8 | - | * | 13.3 |
| 2 times/year | 17.7 | 23.8 | 17.1 | 10.4 | * | * | 22.1 | * | * | 34.6 | 33.7 | - | * | 19.6 |
| 3-4 times/year | 50.3 | 49.3 | 28.7 | 59.3 | * | * | 43.1 | * | * | 51.9 | 38.3 | - | 56.7 | 45.8 |
| 5 or more | 22.7 | 11.5 | 20.7 | 23.6 | * | * | * | * | * | * | 17.2 | - | * | 19.9 |
| Meetings with parents | | | | | | | | | | | | | | |
| 0 times/year | 1.3 | * | 0.8 | 0.0 | * | * | * | * | * | * | * | - | * | 0.3 |
| 1 time/year | 2.7 | 22.9 | 32.9 | 3.4 | * | * | 34.2 | * | * | * | 4.3 | - | * | 14.1 |
| 2 times/year | 33.0 | 38.3 | 25.1 | 24.1 | * | * | 26.1 | * | * | 50.4 | 55.3 | - | 29.4 | 34.9 |
| 3-4 times/year | 49.8 | 27.1 | 31.4 | 51.0 | * | * | 22.6 | * | * | 37.4 | 35.4 | - | 31.2 | 37.2 |
| 5 or more | 13.2 | 11.7 | 9.9 | 21.4 | * | * | * | * | * | * | 5.0 | - | 27.0 | 13.3 |
| Meetings with LEA or other education agency | | | | | | | | | | | | | | |
| 0 times/year | 30.4 | 11.7 | 15.5 | 5.1 | * | * | 18.3 | * | * | * | 26.8 | - | * | 15.4 |
| 1 time/year | 36.6 | 65.4 | 62.8 | 57.0 | * | * | 72.6 | * | * | 43.4 | 61.4 | - | 59.8 | 59.8 |
| 2 times/year | 24.8 | 14.3 | 7.5 | 19.3 | * | * | * | * | * | * | 9.6 | - | * | 13.7 |
| 3-4 times/year | 2.9 | 6.2 | 7.3 | 6.7 | * | * | * | * | * | * | 0.5 | - | * | 5.4 |
| 5 or more | 5.3 | 3.4 | 6.9 | 11.8 | * | * | * | * | * | * | 1.7 | - | * | 5.7 |

Notes.

Data for this table were provided by 545 of the 1,315 day schools in the day facility sample.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

frequency. Almost all (99 percent) of day schools reported performing basic evaluations of student programs at least annually. These basic program evaluations included measurement (tests, formal observation, or other evaluations) of progress toward attainment of IEP goals and reevaluation or revision of existing education goals, programs, and related services. In addition, the vast majority of day schools (99 percent) reported that parents, guardians, or surrogate parents received formal written reports regarding students' progress and participated in meetings regarding students' progress. Meetings were reported to be held at least annually between day school personnel and representatives of the local education agency or other education agencies to report on reevaluations of individual education goals and/or the progress in an estimated 85 percent of separate day schools. Measurement of progress toward attainment of educational goals was reported to occur three or more times per year in day schools with an estimated 60 percent of schools. Reevaluation or revision of individual education plans was reported to occur 1 or 2 times per year in about three-quarters of day programs. Schools reported that formal written progress reports were provided to parents, guardians or surrogate parents 3 or more times per year in about 65 percent of schools, and 3 or more meetings per year with parents in about 50 percent of schools.

The different types of schools were generally similar in the frequency of reported evaluations of student progress and reevaluation or revision of IEPs. Schools for students with emotional disturbance generally reported more frequent reports to parents and meetings with parents. Meetings between day school staff and local education agency or other education agency representatives were reported to occur less than annually for about 30 percent of day schools primarily serving children and youth with learning disabilities. The only large difference between public and private day schools in student evaluation activities was the more frequent meetings with parents reported by private facilities (55 percent and 47 percent meeting 3 or more times per year, respectively).

### 2. Residential Schools

Table III.14 presents estimates of the proportions of residential schools providing different types of student evaluations by their average reported frequency per year. Virtually all residential schools reported at least annual measurement of progress toward individual educational goals through formal testing, observation or other evaluation. Virtually all (98 percent) also provided at least annual reevaluation or revision of individual education goals, program or related services, and 97 percent of residential schools provided parents, guardians or surrogate parents written reports of the results of these and other evaluations at least annually. In comparison with day schools, residential schools tended to report somewhat greater frequency of individual student and education program evaluation. For example, 72 percent of residential schools reported formal measurement of individual progress at least 3 times per year as compared with 60 percent of day programs; reevaluation or revision of individual education goals, programs or related services were reported to occur at least 3 times per year in 46 percent of residential schools, and in 27 percent of day schools.

Most (84 percent) residential schools reported providing at least biannual reports to parents, guardians or surrogate parents (as compared with

Table III.14

Frequency of Types of Evaluation Activities Performed for Students
of Separate Residential Schools by Primary Disability Served at Facility
(Percent of Facilities Indicating Number of Times per Calendar Year)

| Types of Evaluation Activities | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Measurement of progress toward goals in IEP | | | | | | | | | | | | | | |
| 0 times/year | - | * | * | * | * | * | * | - | * | | * | | | 0.0 |
| 1 time/year | - | * | 21.0 | * | * | * | * | - | * | | * | | | 15.0 |
| 2 times/year | - | * | * | * | * | * | * | - | * | | * | | | 6.8 |
| 3-4 times/year | - | * | * | 28.3 | * | * | * | - | * | | * | | | 22.2 |
| 5 or more | - | * | 70.5 | 41.4 | * | * | * | - | * | | * | | | 55.9 |
| Re-evaluation or revision of IEP | | | | | | | | | | | | | | |
| 0 times/year | - | * | * | * | * | * | * | - | * | | * | | | 2.1 |
| 1 time/year | - | * | 40.8 | 26.9 | * | * | * | - | * | | * | | | 34.9 |
| 2 times/year | - | * | 21.8 | * | * | * | * | - | * | | * | | | 22.9 |
| 3-4 times/year | - | * | 22.6 | 22.5 | * | * | * | - | * | | * | | | 23.6 |
| 5 or more | - | * | 14.8 | 24.9 | * | * | * | - | * | | * | | | 16.6 |
| Formal written reports to parents | | | | | | | | | | | | | | |
| 0 times/year | - | * | * | * | * | * | * | - | * | | * | | | 3.8 |
| 1 time/year | - | * | 28.3 | * | * | * | * | - | * | | * | | | 18.2 |
| 2 times/year | - | * | * | * | * | * | * | - | * | | * | | | 6.1 |
| 3-4 times/year | - | * | 37.6 | 31.7 | * | * | * | - | * | | * | | | 43.2 |
| 5 or more | - | * | 23.8 | 41.9 | * | * | * | - | * | | * | | | 28.7 |
| Meetings with parents | | | | | | | | | | | | | | |
| 0 times/year | - | * | * | * | * | * | * | - | * | | * | | | 0.9 |
| 1 time/year | - | * | 65.0 | 36.3 | * | * | * | - | * | | * | | | 49.1 |
| 2 times/year | - | * | 22.7 | * | * | * | * | - | * | | * | | | 21.7 |
| 3-4 times/year | - | * | * | 19.9 | * | * | * | - | * | | * | | | 20.0 |
| 5 or more | - | * | * | 30.9 | * | * | * | - | * | | * | | | 8.3 |
| Meetings with LEA or other education agency | | | | | | | | | | | | | | |
| 0 times/year | - | * | 18.9 | * | * | * | * | - | * | | * | | | 10.1 |
| 1 time/year | - | * | 56.9 | 47.0 | * | * | * | - | * | | * | | | 53.9 |
| 2 times/year | - | * | * | 22.5 | * | * | * | - | * | | * | | | 16.6 |
| 3-4 times/year | - | * | * | * | * | * | * | - | * | | * | | | 9.8 |
| 5 or more | - | * | * | 26.3 | * | * | * | - | * | | * | | | 9.6 |

| Types of Evaluation Activities | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
| PRIVATE | | | | | | | | | | | | | | |
| **Measurement of progress toward goals in IEP** | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 0.8 | * | * | * | * | * | * | * | * | * | 0.5 |
| 1 time/year | * | * | * | 14.6 | * | * | * | * | * | * | * | * | * | 12.8 |
| 2 times/year | * | * | * | 20.2 | * | * | * | * | * | * | * | * | * | 17.3 |
| 3-4 times/year | * | * | 42.1 | 29.4 | * | * | * | * | * | * | * | * | * | 31.1 |
| 5 or more | * | * | 48.2 | 35.0 | * | * | * | * | * | * | * | * | * | 38.3 |
| **Re-evaluation or revision of IEP** | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 0.8 | * | * | * | * | * | * | * | * | * | 1.9 |
| 1 time/year | * | * | 27.1 | 22.2 | * | * | * | * | * | * | * | * | * | 21.4 |
| 2 times/year | * | * | * | 33.3 | * | * | * | * | * | * | * | * | * | 27.0 |
| 3-4 times/year | * | * | 55.9 | 28.6 | * | * | * | * | * | * | * | * | * | 33.7 |
| 5 or more | * | * | * | 15.1 | * | * | * | * | * | * | * | * | * | 16.1 |
| **Formal written reports to parents** | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 5.2 | * | * | * | * | * | * | * | * | * | 3.0 |
| 1 time/year | * | * | 32.5 | 1.7 | * | * | * | * | * | * | * | * | * | 9.1 |
| 2 times/year | * | * | * | 12.5 | * | * | * | * | * | * | * | * | * | 12.2 |
| 3-4 times/year | * | * | 49.3 | 55.4 | * | * | * | * | * | * | * | * | * | 56.9 |
| 5 or more | * | * | * | 25.2 | * | * | * | * | * | * | * | * | * | 18.7 |
| **Meetings with parents** | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 1.5 | * | * | * | * | * | * | * | * | * | 2.6 |
| 1 time/year | * | * | 51.8 | 8.6 | * | * | * | * | * | * | * | * | * | 18.4 |
| 2 times/year | * | * | * | 19.5 | * | * | * | * | * | * | * | * | * | 21.4 |
| 3-4 times/year | * | * | 29.7 | 31.9 | * | * | * | * | * | * | * | * | * | 32.8 |
| 5 or more | * | * | * | 38.6 | * | * | * | * | * | * | * | * | * | 24.9 |
| **Meetings with LEA or other education agency** | | | | | | | | | | | | | | |
| 0 times/year | * | * | 25.4 | 14.0 | * | * | * | * | * | * | * | * | * | 15.2 |
| 1 time/year | * | * | 43.7 | [illegible] | * | * | * | * | * | * | * | * | * | 40.5 |
| 2 times/year | * | * | * | [illegible] | * | * | * | * | * | * | * | * | * | 22.9 |
| 3-4 times/year | * | * | * | [illegible] | * | * | * | * | * | * | * | * | * | 12.2 |
| 5 or more | * | * | * | 14.5 | * | * | * | * | * | * | * | * | * | 9.2 |

| Types of Evaluation Activities | Primary Disability Served by the Facility | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| Measurement of progress toward goals in IEP | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 0.6 | * | * | * | * | * | * | * | * | * | 0.3 |
| 1 time/year | * | 28.5 | 16.7 | 15.0 | * | * | * | * | * | * | * | * | * | 13.6 |
| 2 times/year | * | * | * | 19.0 | * | * | * | * | * | * | * | * | * | 13.7 |
| 3-4 times/year | * | * | 21.2 | 29.2 | 52.5 | * | * | * | * | * | 43.0 | * | * | 28.0 |
| 5 or more | * | 43.6 | 62.1 | 36.2 | * | * | * | * | * | * | 50.8 | * | * | 44.4 |
| Re-evaluation or revision of IEP | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 2.2 | * | * | * | * | * | * | * | * | * | 2.0 |
| 1 time/year | * | 33.0 | 35.7 | 23.2 | 54.1 | * | * | * | * | * | * | * | * | 26.2 |
| 2 times/year | * | * | 14.8 | 30.2 | * | * | * | * | * | * | * | * | * | 25.5 |
| 3-4 times/year | * | 35.7 | 35.1 | 27.4 | * | * | * | * | * | * | 48.0 | * | * | 30.1 |
| 5 or more | * | * | 14.5 | 17.0 | * | * | * | * | * | * | 28.0 | * | * | 16.2 |
| Formal written reports to parents | | | | | | | | | | | | | | |
| 0 times/year | * | * | * | 6.7 | * | * | * | * | * | * | * | * | * | 3.3 |
| 1 time/year | * | * | 29.9 | 3.9 | * | * | * | * | * | * | 31.9 | * | * | 12.3 |
| 2 times/year | * | * | 10.7 | 10.1 | * | * | * | * | * | * | * | * | * | 10.1 |
| 3-4 times/year | * | 40.4 | 42.1 | 50.9 | * | * | * | * | * | * | 54.1 | * | * | 52.1 |
| 5 or more | * | 35.7 | 17.3 | 28.4 | * | * | * | * | * | * | * | * | * | 22.2 |
| Meetings with parents | | | | | | | | | | | | | | |
| 0 times/year | * | * | 5.2 | 1.2 | * | * | * | * | * | * | * | * | * | 2.0 |
| 1 time/year | * | * | 60.4 | 13.7 | * | * | * | * | * | * | 39.8 | * | * | 29.1 |
| 2 times/year | * | * | 16.3 | 18.2 | 49.6 | * | * | * | * | * | * | * | * | 21.5 |
| 3-4 times/year | * | 67.0 | 17.6 | 29.7 | * | * | * | * | * | * | 44.2 | * | * | 28.3 |
| 5 or more | * | * | 0.8 | 37.2 | * | * | * | * | * | * | * | * | * | 19.1 |
| Meetings with LEA or other education agency | | | | | | | | | | | | | | |
| 0 times/year | * | * | 21.4 | 11.4 | * | * | * | * | * | * | * | * | * | 13.4 |
| 1 time/year | * | 28.7 | 51.8 | 34.6 | * | * | * | * | * | * | 83.6 | * | * | 45.2 |
| 2 times/year | * | * | 10.6 | 27.4 | * | * | * | * | * | * | * | * | * | 20.6 |
| 3-4 times/year | * | 44.3 | 12.5 | 10.0 | * | * | * | * | * | * | * | * | * | 11.3 |
| 5 or more | * | * | 3.7 | 16.7 | * | * | * | * | * | * | * | * | * | 9.4 |

Notes.
Data for this table were provided by 268 of the 626 residential facilities in the residential facility sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

an estimated 85 percent of day schools). As might be expected by nature of the distances often needed to be traveled, formal meetings between school staff and parents and guardians regarding student progress were somewhat less frequent in residential schools (only once or less often per year in 31 percent of residential schools, as compared 14 percent day schools). On the other hand, about half of both day and residential schools with about half of all students were reported to meet 3 or more times per year on the average with parents, guardians and surrogate parents (about 47 percent for residential schools, 51 percent for day schools). Residential schools reported somewhat more frequent contacts with local and other education agency representatives than did day schools (with an average of 2 or more meetings per year in schools with 41 percent of residential school students, as compared with 2 or more meetings in day schools with only 25 percent of day school students). Overall, private residential facilities reported more frequent meetings with parents than public facilities (57 and 28 percent at 3 or more times per year, respectively).

## D. SERVICES TO EXITING STUDENTS

### 1. Day Schools

Table III.15 presents estimates of the proportions of separate day schools nationwide that provide certain services to their exiting day school students. An estimated 97 percent of all facilities reported that they arranged for the transfer of records of their exiting students to the new school the students would be attending. The other of the nearly universally reported services to exiting students was working with parents, guardians or

Table III.15

Provision of Services by Separate Day Schools to Exiting Students,
by Primary Disability Served at Facility
(Percent of Day Schools)

| Services to Exiting Students | Primary Disability Served by the Facility<br>Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| Arranging transfer of records to new school | * | 97.1 | 98.3 | 97.4 | * | | * | * | * | * | 97.8 | | * | 97.7 |
| Visiting new placement with an exiting student | * | 77.0 | 75.9 | 79.0 | * | - | 48.2 | * | * | * | 79.1 | | * | 74.5 |
| Training in skills/behavior specifically required in new placement | * | 78.5 | 80.4 | 70.0 | * | | 45.1 | * | * | * | 89.2 | - | * | 76.1 |
| Involving parents in planning and preparation for transfer to new placement | * | 95.5 | 92.1 | 97.8 | * | | * | * | * | * | 95.4 | - | * | 95.2 |
| Follow-up to monitor success of new placement | * | 68.4 | 47.5 | 82.6 | * | | * | * | * | * | 74.1 | - | * | 66.2 |
| Joint planning with the LEA for transition | * | 82.5 | 81.0 | 81.4 | * | | * | * | * | * | 94.1 | - | * | 84.4 |
| Providing back-up or additional services after new placement | * | 59.0 | 39.6 | 72.8 | * | | 44.0 | * | * | * | 63.7 | | * | 54.7 |
| Providing guidance and vocational counseling to exiting students | 53.9 | 72.2 | 45.6 | 68.9 | * | | 34.3 | * | * | * | 48.4 | | * | 54.7 |
| Providing job placement services | 49.9 | 63.5 | 36.7 | 35.8 | * | | * | * | * | * | 32.9 | | * | 39.9 |
| Other | 51.1 | 78.7 | 52.8 | 66.7 | * | | * | * | * | * | 53.9 | | * | 57.8 |

| Services to Exiting Students | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
| PRIVATE | | | | | | | | | | | | | | |
| Arranging transfer of records to new school | * | * | * | 94.2 | * | * | * | * | * | * | * | - | * | 95.7 |
| Visiting new placement with an exiting student | 68.9 | 72.2 | * | 78.7 | * | * | 52.8 | * | * | * | 86.5 | - | * | 76.5 |
| Training in skills/behavior specifically required in new placement | 70.3 | 81.5 | 78.5 | 78.1 | * | * | * | * | * | * | 80.4 | - | * | 78.1 |
| Involving parents in planning and preparation for transfer to new placement | * | * | * | 95.6 | * | * | * | * | * | * | * | - | * | 95.4 |
| Follow up to monitor success of new placement | 78.6 | 76.9 | 81.3 | 78.9 | * | * | * | * | * | * | 75.5 | - | * | 76.0 |
| Joint planning with the LEA for transition | 64.3 | 85.4 | 79.9 | 86.0 | * | * | * | * | * | * | * | - | * | 83.0 |
| Providing back up or additional services after new placement | 63.6 | 60.2 | 47.2 | 62.8 | * | * | * | * | * | * | 53.9 | - | * | 60.6 |
| Providing guidance and vocational counseling to exiting students | 48.1 | 42.1 | 48.3 | 73.1 | * | * | * | * | * | * | 31.9 | - | * | 47.6 |
| Providing job placement services | * | 38.6 | 45.7 | 32.9 | * | * | * | * | * | * | * | | * | 24.8 |
| Other | 25.2 | 47.2 | 60.0 | 48.1 | * | * | 45.9 | * | * | * | 32.9 | - | * | 39.2 |

|  | Primary Disability Served by the Facility |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Services to Exiting Students | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL DAY FACILITIES |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arranging transfer of records to new school | 98.1 | 95.1 | 98.8 | 95.8 | * | * | * | * | * | * | 98.3 | - | * | 96.9 |
| Visiting new placement with an exiting student | 73.3 | 75.6 | 78.9 | 78.8 | * | * | 50.0 | * | * | 67.6 | 82.0 | - | 67.2 | 75.4 |
| Training in skills/behavior specifically required in new placement | 72.1 | 79.2 | 79.9 | 74.1 | * | * | 59.5 | * | * | 74.4 | 85.7 | - | 79.9 | 76.9 |
| Involving parents in planning and preparation for transfer to new placement | 92.5 | 93.3 | 94.1 | 96.7 | * | * | * | * | * | * | 96.8 | - | * | 95.3 |
| Follow-up to monitor success of new placement | 74.0 | 70.9 | 56.2 | 80.7 | * | * | 75.6 | * | * | 54.2 | 74.6 | - | 54.2 | 70.3 |
| Joint planning with the LEA for transition | 68.3 | 83.4 | 80.7 | 83.8 | * | * | * | * | * | * | 92.7 | - | 87.6 | 83.8 |
| Providing back-up or additional services after new placement | 61.9 | 59.4 | 41.5 | 67.7 | * | * | 58.9 | * | * | 39.0 | 59.0 | - | 48.6 | 57.1 |
| Providing guidance and vocational counseling to exiting students | 49.6 | 63.5 | 46.5 | 71.1 | * | * | 28.3 | * | * | * | 41.8 | - | 21.2 | 51.8 |
| Providing job placement services | 22.8 | 56.1 | 39.0 | 34.3 | * | * | * | * | * | * | 23.0 | - | * | 33.6 |
| Other | 32.1 | 69.5 | 54.7 | 57.2 | * | * | 31.9 | * | * | * | 45.6 | - | 22.0 | 50.1 |

Notes.
Data for this table were provided by 1,309 of 1,315 schools in the day school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

others in planning and preparing for the transfer to the new placement (95 percent of schools). About 84 percent of day schools also reported working directly with local education agencies to plan for the appropriate placement in and transition to new educational or vocational arrangements. In about three-quarters of the schools transition services were reported to sometimes include visits to the new placement with students. In about the same proportion of schools (77 percent) some teaching/training activities were specifically tailored to the requirements of the new placement setting. About 70 percent of day schools, including half or more of schools serving each major disability group, reported follow-up monitoring of the success of persons who leave their programs. Most of these schools (57 percent of all schools) reported that such services sometimes included backup or supportive educational or related services if needed. About half of all schools reported providing guidance and vocational counseling to exiting students, with a third of all schools reporting actual job placement services. Day schools for students with mild or moderate mental retardation and for emotionally disturbed students were particularly likely to provide vocational counseling and job placement services. Of course, a number of day schools did not offer vocational counseling and job placement services because they do not serve students in the late adolescent years. There were only minor differences between public and private day schools in the provision of services to exiting students.

## 2. Residential Schools

Table III.16 presents estimates of the proportions of residential schools nationwide that provided certain services to their exiting students. In general, the proportion of residential schools providing the identified services for students was very similar to the proportion of day schools providing the same set of services to students leaving the school. However, some substantial variations were noted among facilities serving certain groups of children and youth. In some instances these differences could be traced to the significant differences in role and nature of the day schools and residential facilities. For example, considerably higher amounts of follow-up monitoring and on-going support were noted for residential school students exiting from programs for severe or profound mental retardation than for persons in day schools serving this group. It is important to note for these students with severe or profound mental retardation that the residential schools were for the most part large public institutions and that the exiting of students implied far more than changing schools, but was part of the broader process of deinstitutionalization. As part of this process follow-along services (monitoring, and additional needed services) were more routinely provided, with greater levels of allocated resources (often court-ordered monitoring) than was usually the case for students who were moving between school programs. Indeed, it was only in the area of providing "back-up or additional services after new placement" that the responses of residential schools and day schools varied significantly with respect to services provided to students exiting from their schools (68 percent of residential schools providing the services as compared with 57 percent of day schools). There were no major differences between public and private facilities in services to exiting students.

Table III.16

Provision of Services by Separate Residential Schools to Exiting Residential and Day Students, by Primary Disability Served at Facility
(Percent of Residential Schools)

| Services to Exiting Students | Primary Disability Served by the Facility: Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| Arranging transfer of records to new school | - | * | * | * | * | * | * | - | * | - | * | - | - | 97.8 |
| Visiting new placement with an exiting student | - | * | * | 76.3 | * | * | * | - | * | - | * | - | - | 83.6 |
| Training in skills/behavior specifically required in new placement | - | * | 81.1 | 79.0 | * | * | * | - | * | - | * | - | - | 79.4 |
| Involving parents in planning and preparation for transfer to new placement | - | * | * | * | * | * | * | - | * | - | * | - | - | 94.2 |
| Follow-up to monitor success of new placement | - | * | 85.7 | 59.9 | * | * | * | - | * | - | * | - | - | 72.6 |
| Joint planning with the LEA for transition | - | * | 82.8 | * | * | * | * | - | * | - | * | - | - | 86.5 |
| Providing back-up or additional services after new placement | - | * | 78.6 | 67.6 | * | * | * | - | * | - | * | - | - | 71.0 |
| Providing guidance and vocational counseling to exiting students | - | * | 25.1 | 72.8 | * | * | * | - | * | - | * | - | - | 54.2 |
| Providing job placement services | - | * | * | 30.9 | * | * | * | - | * | - | * | - | - | 33.0 |
| Other | - | * | 44.6 | 65.1 | * | * | * | - | * | - | * | - | - | 62.0 |

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Services to Exiting Students | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PRIVATE | | | | | | | | | | | | | | |
| Arranging transfer of records to new school | * | * | * | 98.3 | * | * | * | * | * | * | * | * | * | 98.7 |
| Visiting new placement with an exiting student | * | * | * | 70.1 | * | * | * | * | * | * | * | * | * | 73.1 |
| Training in skills/behavior specifically required in new placement | * | * | 72.6 | 70.2 | * | * | * | * | * | * | * | * | * | 72.6 |
| Involving parents in planning and preparation for transfer to new placement | * | * | * | 95.6 | * | * | * | * | * | * | * | * | * | 96.6 |
| Follow-up to monitor success of new placement | * | * | * | 68.4 | * | * | * | * | * | * | * | * | * | 72.7 |
| Joint planning with the LEA for transition | * | * | 75.8 | 87.9 | * | * | * | * | * | * | * | * | * | 84.4 |
| Providing back-up or additional services after new placement | * | * | 66.5 | 67.0 | * | * | * | * | * | * | * | * | * | 66.9 |
| Providing guidance and vocational counseling to exiting students | * | * | 33.3 | 59.0 | * | * | * | * | * | * | * | * | * | 57.2 |
| Providing job placement services | * | * | 29.6 | 32.8 | * | * | * | * | * | * | * | * | * | 32.8 |
| Other | * | * | 29.0 | 53.2 | * | * | * | * | * | * | * | * | * | 49.5 |

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| Services to Exiting Students | Primary Disability Served by the Facility |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL RESIDENTIAL FACILITIES |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arranging transfer of records to new school | * | * | 97.8 | 98.1 | * | * | * | * | * | * | * | * | * | 98.4 |
| Visiting new placement with an exiting student | * | * | 87.4 | 71.4 | * | * | * | * | * | * | * | * | * | 76.7 |
| Training in skills/behavior specifically required in new placement | * | * | 78.0 | 71.9 | * | * | * | * | * | * | * | * | * | 74.9 |
| Involving parents in planning and preparation for transfer to new placement | * | * | 94.9 | 95.9 | * | * | * | * | * | * | * | * | * | 95.8 |
| Follow-up to monitor success of new placement | * | 63.1 | 85.8 | 66.7 | * | * | * | * | * | * | * | * | * | 72.6 |
| Joint planning with the LEA for transition | * | 75.7 | 80.3 | 87.6 | * | * | * | * | * | * | * | * | * | 85.1 |
| Providing back-up or additional services after new placement | * | 53.7 | 74.3 | 67.1 | * | * | * | * | * | * | 73.6 | * | * | 68.3 |
| Providing guidance and vocational counseling to exiting students | * | * | 28.0 | 61.7 | * | * | * | * | * | * | 32.8 | * | * | 56.2 |
| Providing job placement services | * | 63.9 | 23.1 | 32.4 | 51.6 | * | * | * | * | * | * | * | * | 32.9 |
| Other | * | 73.4 | 39.0 | 55.5 | * | * | * | * | * | * | 41.1 | * | * | 53.8 |

Notes.
Data for this table were provided by 623 of the 626 facilities in the residential facility sample.
Dashes indicate one or fewer responding facilities.
*Indicates estima which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

## E. PARTICIPATION IN NONINSTRUCTIONAL ACTIVITIES

### 1. Day School Students

Table III.17 presents estimates of the proportion of day school students participating in various non-instructional activities organized by school staff in the previous month. Also provided is the estimated proportion of all students participating in these activities with peers who were not handicapped themselves. Most students in day schools were involved in non-instructional activities in the previous month. Those which were most commonly participated in a one month period were organized physical exercise and physical games (71 percent of students participated in the previous month), social activities such as birthday and other parties (64 percent participation) and field trips (62 percent participation). Activities reported to be engaged in by the smallest proportions of students were special interest clubs or activity groups (14 percent participation), competitive sports (16 percent participation) and off-site events other than field trips (27 percent participation). Reported levels of participation were fairly consistent across facilities serving different primary handicapping conditions and across public and private facilities.

Most of students participating in these activities in general did not engage in activities involving non-handicapped peers. Only about 20 percent of students in separate day schools were reported to be involved over the previous month in any school sponsored social activities that involved interaction with nonhandicapped peers. In addition to sponsored social activities, the activities producing the highest levels of interaction were field trips and other off-campus events, which generally are often limited in

Table III.17

Separate Day School Students Participating in Non-Instructional Activities During Previous Month and Participating with Non-Handicapped Peers by Primary Disability Served at Facility
(Percent of Students)

| Non-Instructional Activities | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Social Activities, e.g., parties | | | | | | | | | | | | | | |
| Participating[a] | * | 59.7 | 72.4 | 45.6 | * | - | * | * | * | * | 69.5 | - | * | 62.0 |
| Participating with non-handicapped peers | * | 16.9 | 21.2 | 9.7 | * | | 39.1 | * | * | * | 42.5 | - | * | 21.4 |
| Dance, Music, Drama | | | | | | | | | | | | | | |
| Participating[a] | * | 50.7 | 51.5 | 32.7 | * | - | 55.7 | * | * | * | 51.9 | - | * | 45.7 |
| Participating with non-handicapped peers | * | 5.7 | 9.8 | 4.7 | * | - | * | - | * | | 30.9 | - | * | 11.0 |
| Organized Physical Exercise, Games | | | | | | | | | | | | | | |
| Participating[a] | * | 74.3 | 77.7 | 59.3 | * | | * | * | * | * | 59.6 | - | * | 69.7 |
| Participating with non-handicapped peers | * | 11.6 | 8.6 | 10.6 | * | | * | * | * | * | 27.7 | - | * | 14.1 |
| Field Trips | | | | | | | | | | | | | | |
| Participating[a] | * | 69.9 | 56.7 | 48.6 | * | | 71.2 | * | * | * | 60.9 | - | * | 59.7 |
| Participating with non-handicapped peers | * | 9.1 | 10.6 | 18.5 | * | | 26.8 | * | * | * | 28.2 | - | * | 15.6 |
| Other Off-campus Events, e.g., movies, concerts | | | | | | | | | | | | | | |
| Participating[a] | * | 31.9 | 27.6 | 19.8 | * | | 29.7 | * | * | * | 27.2 | | * | 26.9 |
| Participating with non-handicapped peers | * | 10.7 | 13.1 | 14.7 | * | - | * | * | * | * | 20.3 | - | * | 14.5 |
| Competitive Sports | | | | | | | | | | | | | | |
| Participating[a] | * | 25.3 | 20.2 | 14.1 | * | - | * | * | * | * | 8.4 | - | * | 16.6 |
| Participating with non-handicapped peers | * | 4.0 | 3.5 | 1.4 | * | | * | * | * | * | 1.0 | - | * | 2.8 |
| Special Interest Clubs/Activities | | | | | | | | | | | | | | |
| Participating[a] | * | 21.9 | 19.3 | 9.2 | * | | * | * | * | * | 11.0 | | * | 15.5 |
| Participating with non-handicapped peers | * | 3.5 | 5.0 | 1.3 | * | | * | * | * | * | 4.5 | | * | 3.6 |

| Non-Instructional Activities | Primary Disability Served by the Facility |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PRIVATE** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social Activities, e.g., parties |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[a] | 45.9 | 64.1 | 80.8 | 69.3 | * | * | * | - | * | * | 78.8 | - | * | 67.4 |
| Participating with non-handicapped peers | 18.0 | 34.6 | * | 18.4 | * | * | * | - | * | * | * | - | * | 18.4 |
| Dance, Music, Drama |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[a] | 39.1 | * | 72.2 | 47.9 | * | * | 48.0 | - | * | * | 58.6 | - | * | 44.3 |
| Participating with non-handicapped peers | * | * | * | 15.3 | * | * | * | - | * | * | * | - | * | 9.6 |
| Organized Physical Exercise, Games |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[a] | 83.3 | 49.7 | 82.3 | 87.7 | * | * | 54.9 | - | * | * | 65.8 | - | * | 73.6 |
| Participating with non-handicapped peers | 18.8 | 28.7 | * | 17.2 | * | * | * | - | * | * | * | - | * | 12.8 |
| Field Trips |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[a] | 71.5 | 38.5 | 79.4 | 78.7 | * | * | 51.4 | - | * | * | 61.0 | - | * | 64.3 |
| Participating with non-handicapped peers | 15.5 | * | 49.6 | 23.2 | * | * | * | - | * | * | * | - | * | 18.5 |
| Other Off-campus Events, e.g., movies, concerts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[a] | 28.8 | 46.3 | * | 37.9 | * | * | * | - | * | * | * | - | * | 27.2 |
| Participating with non-handicapped peers | 18.2 | 50.7 | * | 13.7 | * | * | * | - | * | * | * |  | * | 16.4 |
| Competitive Sports |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[a] | 20.2 | 14.5 | * | 24.2 | * | * | * | - | * | * | * | - | * | 14.5 |
| Participating with non-handicapped peers | * | * | * | 12.2 | * | * | * | - | * | * | 0.0 | - | * | 6.1 |
| Special Interest Clubs/Activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[a] | 19.7 | * | * | 25.1 | * | * | * | - | * | * | * | - | * | 11.8 |
| Participating with non-handicapped peers | * | * | * | 10.2 | * | * | * | - | * | * | 0.0 | - | * | 4.1 |

|  | Primary Disability Served by the Facility |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Non-Instructional Activities | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non-Categorical | Total |
| ALL DAY FACILITIES |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social Activities, e.g., parties |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[@] | 52.3 | 61.1 | 74.4 | 55.2 | * | * | 72.9 | * | * | * | 72.8 | - | 51.8 | 64.2 |
| Participating with non-handicapped peers | 12.8 | 21.6 | 17.7 | 14.0 | * | * | 33.5 | * | * | 36.7 | 29.3 | - | 31.7 | 20.2 |
| Dance, Music, Drama |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[@] | 33.9 | 38.2 | 56.4 | 38.8 | * | * | 51.7 | * | * | 57.2 | 54.3 | - | 53.6 | 45.1 |
| Participating with non-handicapped peers | 6.8 | 4.9 | 9.2 | 9.8 | * | * | 21.2 | * | * | * | 21.5 | - | 20.9 | 10.5 |
| Organized Physical Exercise, Games |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[@] | 80.0 | 66.6 | 78.8 | 70.8 | * | * | 65.1 | * | * | * | 61.9 | - | 57.6 | 71.3 |
| Participating with non-handicapped peers | 13.4 | 15.9 | 6.8 | 13.7 | * | * | * | * | * | * | 18.5 | - | 15.5 | 13.6 |
| Field Trips |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[@] | 71.5 | 60.3 | 61.6 | 60.6 | * | * | 60.9 | * | * | 58.4 | 60.4 | - | 49.9 | 61.6 |
| Participating with non-handicapped peers | 15.2 | 8.7 | 20.1 | 20.7 | * | * | 19.1 | * | * | * | 20.8 | - | 19.6 | 16.8 |
| Other Off-campus Events, e.g., movies, concerts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[@] | 32.0 | 36.34 | 24.5 | 27.0 | * | * | 20.4 | * | * | * | 21.6 | - | 25.6 | 27.0 |
| Participating with non-handicapped peers | 19.0 | 20.7 | 12.1 | 14.2 | * | * | 15.7 | * | * | * | 13.1 | - | 11.1 | 15.3 |
| Competitive Sports |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[@] | 15.9 | 22.0 | 18.9 | 18.1 | * | * | * | * | * | * | 5.8 | - | 4.9 | 15.8 |
| Participating with non-handicapped peers | 7.0 | 5.2 | 2.9 | 5.7 | * | * | * | * | * | 0.0 | 0.6 | - | 0.1 | 4.1 |
| Special Interest Clubs/Activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating[@] | 19.0 | 17.4 | 16.2 | 15.6 | * | * | * | * | * | * | 7.8 | - | 2.3 | 14.0 |
| Participating with non-handicapped peers | 6.2 | 2.8 | 4.7 | 5.6 | * | * | * | * | * | * | 2.7 | - | 2.9 | 3.8 |

Notes:

Data for this table were provided by day facilities with 50,942 of the total 136,593 students in sampled facilities.

[@] Includes all students participating in the activity with handicapped and/or with non-handicapped peers.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

the kinds and duration of interpersonal interactions they permit. The amounts of monthly participation in non-instructional activities in general as well as those involving nonhandicapped peers was remarkably similar for students with learning disabilities, mental retardation and emotional disturbance.

## 2. Residential School Students

School-sponsored non-instructional activities are probably even more important to residential school students than to day students. While day students return home at the end of the school day where they may participate in many of the social activities of their families and neighborhoods, residential school students are much more dependent on activities organized and sponsored by the residential facility for social and leisure involvements. Table III.18 presents estimates of the proportion of residential school students participating within the previous month in various activities organized by "classroom teachers, or residential or recreational staff."

Somewhat greater levels of participation were noted among the residential school students than among day school students, although in most areas the differences were not large. About 79 percent of residential school students were reported to have participated in organized physical exercise or physical games in the past month, and 77 percent to have participated in organized social activities such as parties or mixtures. While only slightly more residential school students participated in field trips than day students, they were twice as likely to be involved in other off-campus events such as movies and concerts (55 percent as compared with 27 percent of day school students).

While general participation in extra-curricular activities by residential school students was generally higher than day students, the opportunities for

Table III.18

Separate Residential School Students Participating in Non-Instructional Activities During Previous Month and
Participating With Non-Handicapped Peers by Primary Disability Served at Facility
(Percent of Students)

| Non-Instructional Activities | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Social Activities, e.g., parties | | | | | | | | | | | | | | |
| Participating[a] | - | * | 77.2 | 60.4 | * | * | * | - | * | - | * | - | - | 72.9 |
| Participating with non-handicapped peers | - | * | * | * | * | * | * | - | * | - | * | - | - | 16.8 |
| Dance, Music, Drama | | | | | | | | | | | | | | |
| Participating[a] | - | * | 54.5 | 27.7 | * | * | * | - | * | - | * | - | - | 40.9 |
| Participating with non-handicapped peers | - | * | * | * | * | * | * | - | * | - | * | - | - | 9.2 |
| Organized Physical Exercise, Games | | | | | | | | | | | | | | |
| Participating[a] | - | * | 66.8 | 59.7 | * | * | * | - | * | - | * | - | - | 65.2 |
| Participating with non-handicapped peers | - | * | * | * | * | * | * | - | * | - | * | - | - | 9.2 |
| Field Trips | | | | | | | | | | | | | | |
| Participating[a] | - | * | 57.3 | 46.5 | * | * | * | - | * | - | * | - | - | 54.6 |
| Participating with non-handicapped peers | - | * | * | * | * | * | * | - | * | - | * | - | - | 10.3 |
| Other Off-campus Events, e.g., movies, concerts | | | | | | | | | | | | | | |
| Participating[a] | - | * | 41.1 | 48.0 | * | * | * | - | * | - | * | - | - | 46.4 |
| Participating with non-handicapped peers | - | * | * | * | * | * | * | - | * | - | * | - | - | 17.6 |
| Competitive Sports | | | | | | | | | | | | | | |
| Participating[a] | - | * | * | 18.1 | * | * | * | - | * | - | * | - | - | 18.5 |
| Participating with non-handicapped peers | - | * | * | * | * | * | * | - | * | - | * | - | - | 7.2 |
| Special Interest Clubs/Activities | | | | | | | | | | | | | | |
| Participating[a] | - | * | * | 21.3 | * | * | * | - | * | - | * | - | - | 17.0 |
| Participating with non-handicapped peers | - | * | * | * | * | * | * | - | * | - | * | - | - | 6.2 |

| Non-Instructional Activities | Primary Disability Served by the Facility<br>Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **PRIVATE** | | | | | | | | | | | | | | |
| Social Activities, e.g., parties | | | | | | | | | | | | | | |
| Participating[a] | * | * | * | 76.9 | * | * | * | * | * | * | * | * | * | 78.6 |
| Participating with non-handicapped peers | * | * | 18.8 | 14.7 | * | * | * | * | * | * | * | * | * | 17.2 |
| Dance, Music, Drama | | | | | | | | | | | | | | |
| Participating[a] | * | * | 70.2 | 48.8 | * | * | * | * | * | * | * | * | * | 52.7 |
| Participating with non-handicapped peers | * | * | 19.1 | 6.1 | * | * | * | * | * | * | * | * | * | 9.1 |
| Organized Physical Exercise, Games | | | | | | | | | | | | | | |
| Participating[a] | * | * | * | 84.6 | * | * | * | * | * | * | * | * | * | 85.4 |
| Participating with non-handicapped peers | * | * | * | 9.1 | * | * | * | * | * | * | * | * | * | 11.3 |
| Field Trips | | | | | | | | | | | | | | |
| Participating[a] | * | * | 68.4 | 75.7 | * | * | * | * | * | * | * | * | * | 72.9 |
| Participating with non-handicapped peers | * | * | 17.9 | 13.4 | * | * | * | * | * | * | * | * | * | 14.3 |
| Other Off-campus Events, e.g., movies, concerts | | | | | | | | | | | | | | |
| Participating[a] | * | * | 63.2 | 61.0 | * | * | * | * | * | * | 53.4 | * | * | 58.9 |
| Participating with non-handicapped peers | * | * | 25.1 | 22.0 | * | * | * | * | * | * | * | * | * | 21.6 |
| Competitive Sports | | | | | | | | | | | | | | |
| Participating[a] | * | * | * | 28.2 | * | * | * | * | * | * | * | * | * | 26.0 |
| Participating with non-handicapped peers | * | * | * | 4.0 | * | * | * | * | * | * | * | * | * | 8.8 |
| Special Interest Clubs/Activities | | | | | | | | | | | | | | |
| Participating[a] | * | * | * | 26.4 | * | * | * | * | * | * | * | * | * | 25.5 |
| Participating with non-handicapped peers | * | * | * | 3.7 | * | * | * | * | * | * | * | * | * | 5.8 |

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Non-Instructional Activities | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| ALL RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| Social Activities, e.g., parties | | | | | | | | | | | | | | |
| Participating[a] | * | * | 83.1 | 73.3 | * | * | * | * | * | * | * | * | * | 76.7 |
| Participating with non-handicapped peers | * | 50.9 | 14.8 | 13.4 | * | * | * | * | * | * | * | * | * | 17.1 |
| Dance, Music, Drama | | | | | | | | | | | | | | |
| Participating[a] | * | 52.1 | 62.3 | 44.2 | * | * | * | * | * | * | 31.8 | * | * | 48.8 |
| Participating with non-handicapped peers | * | * | 14.7 | 6.2 | * | * | * | * | * | * | * | * | * | 9.1 |
| Organized Physical Exercise, Games | | | | | | | | | | | | | | |
| Participating[a] | * | * | 76.5 | 79.2 | * | * | * | * | * | * | 67.2 | * | * | 78.8 |
| Participating with non-handicapped peers | * | * | 9.7 | 8.8 | * | * | * | * | * | * | * | * | * | 10.6 |
| Field Trips | | | | | | | | | | | | | | |
| Participating[a] | * | * | 62.5 | 69.4 | * | * | * | * | * | * | 71.9 | * | * | 66.7 |
| Participating with non-handicapped peers | * | * | 12.8 | 12.1 | * | * | * | * | * | * | * | * | * | 12.9 |
| Other Off-campus Events, e.g., movies, concerts | | | | | | | | | | | | | | |
| Participating[a] | * | * | 51.5 | 58.1 | 53.7 | * | * | * | * | * | 46.8 | * | * | 54.7 |
| Participating with non-handicapped peers | * | 41.9 | 18.8 | 19.3 | * | * | * | * | * | * | * | * | * | 20.2 |
| Competitive Sports | | | | | | | | | | | | | | |
| Participating[a] | * | 38.4 | 12.6 | 26.0 | * | * | * | * | * | * | 27.9 | * | * | 23.5 |
| Participating with non-handicapped peers | * | * | 1.5 | 4.0 | * | * | * | * | * | * | * | * | * | 8.2 |
| Special Interest Clubs/Activities | | | | | | | | | | | | | | |
| Participating[a] | * | * | 8.8 | 25.3 | * | * | * | * | * | * | * | * | * | 22.6 |
| Participating with non-handicapped peers | * | * | 4.1 | 3.6 | * | * | * | * | * | * | * | * | * | 5.9 |

Notes.

Data for this table were provided by residential facilities with 20,901 of 56,626 total students in sampled facilities.

[a] Includes all students participating in the activity with handicapped and/or with non-handicapped peers.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

participation with nonhandicapped peers was essentially the same. Also, while students at private facilities had more opportunities for non-instructional activities, the proportion of students at public and private residential schools interacting with nonhandicapped peers was very similar.

As was the case with virtually all residential statistics, the overall population estimates were largely affected by the students with emotional disturbance, who make up the majority of all students (0 through 21 years) in residential schools and whose general levels of participation in integration were similar to the estimated levels of all residential school students. Residential facilities for students with mild or moderate mental retardation showed student participation considerably above the average for all residential facilities. Residential schools primarily serving students with mild and moderate mental retardation also reported consistently higher levels of integration of their students with nonhandicapped peers; however, even these facilities reported just over half their residential students having opportunities to engage in integrated social recreational and leisure activities within the previous month.

# IV. ENTERING AND EXITING STUDENTS

This chapter describes the characteristics and previous and subsequent placements of students entering and exiting from separate school programs. Tables through the chapter present national estimates of the characteristics of students entering and exiting separate day and residential settings that primarily or exclusively serve children and youth with handicapping conditions. Also included in these tables are estimates of the proportions of these children and youth coming from and going to other types of educational and residential placements. Separate breakdowns are provided by the primary handicapping condition served by the sampled schools.

## A. SUMMARY OF STUDENT MOVEMENT

Tables IV.1 and IV.2 present a summary overview of estimated student movement into and out of day schools for children and youth with handicaps during 1987. Estimated movement is presented within the categories of first admissions (students never before in the school), readmissions (former students who returned to the school after enrollment elsewhere) and discharges (students terminating enrollment). Net movement is the difference between total admissions and total discharges. Movement statistics are expressed as a percentage of total student enrollment and are summarized according to the primary disability group served by the schools.

### 1. Day Schools

As shown in Table IV.1 day schools reported an average of 23 new admissions in 1987 per 100 total students. They reported readmission on an

Table IV.1

Summary of Day Student Movement in Separate Day Schools in 1987:
Type, Number, and Rate of Movement per 100 Students in Day Schools
by Primary Disability Served by Facility

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Movement | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| First Admissions | 33.1 | 15.9 | 15.1 | 34.1 | * | * | * | * | * | * | 19.6 | - | * | 23.2 |
| Readmissions | 1.5 | 1.8 | 1.1 | 2.2 | * | * | * | * | * | * | 2.0 | - | * | 1.7 |
| Discharges | 28.8 | 14.3 | 12.5 | 32.2 | * | * | * | * | * | * | 16.8 | - | * | 20.7 |
| Net Change[#] | 5.8 | 3.3 | 3.7 | 4.1 | * | * | * | * | * | * | 4.8 | - | * | 4.2 |
| Average Length of Enrollment (Years) | 3.6 | 8.6 | 9.9 | 2.7 | * | * | * | * | * | * | 6.7 | - | * | 6.4 |

Notes.

Data on student movement were reported by facilities with 98,632 of the 136,593 students in the day facility sample.

A few "short-term" facilities (with more than 100% annual student turnover) were excluded from this table and counted as non-responses. Facilities whose reported net change (admissions plus readmissions less releases) was less than -25% or greater than 25% are excluded from this table and counted as non-responses. Average length of stay of "less than one year" was coded as .5 years.

Dashes indicate cells with one or fewer responding facilities.

[#] Statistic overestimates "net change" in two ways. Most importantly "discharges" are only reported for ages 0-21 years. Students who are not "formally discharged" before their 22nd birthday are not counted among discharges. In addition, deaths are excluded from the "net change" statistic.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

average of about 2 students per 100 enrollees. In other words, on average the student bodies of separate day schools were made up of about one quarter students who did not attend the school during the previous school year. Admission rates were highest among day schools primarily serving students with learning disabilities (35 percent) and emotional disturbance (36 percent).

Discharge rates in Table IV.1 are somewhat underestimated for comparison with admissions because discharges are only reported for persons up to their 22nd birthday. The average discharge rate for birth to 21 year olds was equal to 21 per 100 students, with the rates for the different types of schools being generally parallel to admission rates. Discharge rates were highest among schools primarily serving students with learning disabilities (29 percent) and emotional disturbance (32 percent).

Again because discharges are somewhat underreported, the "net change" data suggest more growth in the day school populations than would likely be reported otherwise. The "net change" statistic also tended to overestimate net population increase because deaths were excluded, although the death rate would undoubtedly be small. Overall, separate day schools indicated an average increase of about 4 students per 100 students in the 1987-88 school year, with considerable movement of students both into and out of the facility during that period.

Table IV.1 shows the average length of enrollment of day student discharged over the past 3 years. Nationwide, discharged students averaged about 6 years in separate day schools. This statistic was, of course, inversely related to the discharge rate shown. The highest average length of enrollment of discharges was reported by day schools for students with mental retardation (9 years); the lowest for schools for students with emotional disturbance (3 years).

## 2. Residential Schools

Table IV.2 presents a summary overview of estimated student movement into and out of residential schools for children and youth with handicaps during 1987. Movement statistics are again presented as a proportion of total enrollees and according to the primary disability group served by the residential facility. Separate statistics are presented for residential students, day students in the residential facilities, and total students with the denominator for all rates being total residential and day students.

Generally student movement into and out of residential facilities for students with handicaps occurred at higher rates than were noted among day schools. Overall admissions to residential schools averaged 31 new admissions and 2 readmissions per 100 total enrolled students, or a total rate of 33.4, which compared with 24.9 for day schools. Schools for students with emotional disturbance had particularly high rates of admissions (59 per 100 students). About 22 percent of new admissions and 17 percent of readmissions to residential schools were day students. Discharge rates again paralleled admission rates, that is, they tended to be higher where admissions were higher.

The net change statistic does not precisely reflect the actual change in school populations in that it excludes students who continued in programs past their 22nd birthday or who died. Perhaps even more importantly it excludes discharges because of facility closure since closed facilities were not included in the survey. In general, based on the net change statistics

Table IV.2

Summary of All Student Movement in Separate Residential Schools in 1987:
Percent of Total Students in Residential Schools
by Primary Disability Served by Facility

| Type of Movement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| First Admissions | | | | | | | | | | | | | | |
| Day students | * | * | 2.5 | 11.3 | * | * | * | * | * | * | * | - | * | 6.9 |
| Residential | * | * | 9.8 | 45.2 | * | * | * | * | * | * | * | - | * | 24.2 |
| Total | * | * | 12.3 | 56.5 | * | * | * | * | * | * | * | | * | 31.1 |
| Readmissions | | | | | | | | | | | | | | |
| Day students | * | * | 0.2 | 0.3 | * | * | * | * | * | * | * | - | * | 0.4 |
| Residential | * | * | 0.6 | 2.6 | * | * | * | * | * | * | * | - | * | 1.9 |
| Total | * | * | 0.8 | 2.9 | * | * | * | * | * | * | * | | * | 2.3 |
| Discharges | * | * | 10.3 | 54.3 | * | * | * | * | * | * | * | - | * | 28.8 |
| Net Change[a] | * | * | 2.9 | 5.1 | * | * | * | * | * | * | * | - | * | 4.7 |
| Average Length of Stay of Discharges (Years) | | | | | | | | | | | | | | |
| Day students | * | * | 4.9 | 1.6 | * | * | * | - | * | * | * | - | * | 4.1 |
| Residential | * | * | 6.4 | 1.8 | * | * | * | * | * | * | * | - | * | 4.2 |

Notes.

Data on student movement was reported by facilities with 32,835 of the 56,626 students in the residential school sample; both day and residential students were included.

A few "short-term" facilities with more than 100% annual student turnover were excluded from this table and counted as non-responses. Facilities whose reported net change (admissions plus readmissions less releases) was less than -25% or greater than 25% are excluded from this table and counted as non-responses. Average length of stay of "less than one year" was coded as .5 years.

Dashes indicate cells with one or fewer responding facilities.

[a] Statistic overestimates "net change" in two ways. Most importantly "discharges" are only reported for ages 0-21 years. Students who are not "formally discharged" before their 22nd birthday are not counted among discharges. In addition, deaths are excluded from the "net change" statistics.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

reported in Table IV.2, it can be said that the residential facilities open at the time of the survey remained fairly stable in their total populations in 1987, but did so through considerable in and out movement of nearly one third of their students.

Average length of stay in residential facilities was essentially the same for both the residential and day students in the residential schools (4.1 and 4.2 years, respectively). In general, average length of stay in residential schools was less than in the day schools (an average of 4.1 years as compared with 6.4 years).

## B. ENTERING STUDENTS

### 1. Ages of Students

#### a. Day Schools

Table IV.3 presents the estimated age distributions of students newly entering separate day school settings primarily serving children and youth (0 through 21 years) with handicaps. Estimates are presented by the predominant handicapping conditions served by the day schools. In general, about 35 percent of students entering day school for children and youth with handicaps did so at age 5 years or younger. About 13 percent of these new students were 2 years or younger. About 55 percent of students entering day schools did so between ages of 6 and 17, with 30 percent being between 12 and 17 years. Only about 9 percent of day school students entering the individual day schools for the first time did so in the 18 through 21 years age range.

Students entering separate day programs for emotionally disturbed students were particularly likely to do so between ages 12 and 17. New students were particularly likely to be of pre-school age (birth through 5)

Table IV.3

Age Distribution of New Student Admissions at Separate Day Schools in 1987
by Primary Disability Served at Facility
(Percent of New Admissions Age 0-21)

| Age of First Admission | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| 0 - 2 Years of Age | 2.4 | 13.9 | 8.2 | 0.3 | * | * | 17.5 | * | * | 30.4 | 28.1 | - | 55.0 | 13.1 |
| 3 - 5 Years of Age | 13.4 | 21.8 | 22.6 | 5.4 | * | * | 54.2 | * | * | 65.6 | 29.4 | - | 40.4 | 22.3 |
| 6 - 11 Years of Age | 47.7 | 19.2 | 31.1 | 25.1 | * | * | 19.8 | * | * | * | 26.1 | - | * | 25.3 |
| 12 - 17 Years of Age | 33.7 | 26.4 | 21.5 | 63.5 | * | * | * | * | * | * | 12.2 | - | * | 30.1 |
| 18 - 21 Years of Age | 2.8 | 18.4 | 16.6 | 5.7 | * | * | * | * | * | * | 4.3 | - | 0.0 | 9.1 |
| TOTAL NEW STUDENT ADMISSIONS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were reported by facilities with 50,405 of the 136,593 students in the day school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

in facilities for students with multiple handicaps or in non-categorical programs. It is assumed that the very young age of new admissions to these programs primarily reflects a response to avoid classification of young children with somewhat more stigmatizing and often unreliable categorical diagnoses.

b. Residential Schools

Table IV.4 presents the estimated age distribution of children and youth (0 through 21 years) newly entering separate residential schools as residential students and as day only students. In general, children and youth newly entering residential facilities as residential students were considerably older than the students entering day schools. Whereas only 39 percent of the students entering day schools were 12 years or older, an estimated 68 percent of residential students newly entering residential schools were 12 years and older. Conversely, while about 35 percent of day school new admissions were 5 years and younger, only 10 percent of residential school new admissions were under 6 years. Students were particularly likely to enter residential schools serving students with mental retardation at an older age, with 59 percent of the entering students into facilities for students with mild or moderate mental retardation and 39 percent of the entering students into facilities for severe or profound mental retardation reported to be in the 18 through 21 years age range. In all categories of residential schools, the majority of entering students were 12 years and older. Among the day schools this was only the case for schools for students with emotional disturbance.

Table IV.4

Age Distribution of New Admissions at Separate Residential Schools in 1987 by Primary Disability Served at Facility
(Percent of New Residential Admissions Age 0-21)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Age of First Admission | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| RESIDENTIAL ONLY | | | | | | | | | | | | | | |
| 0 - 2 Years of Age | * | 0.0 | 8.4 | 1.0 | * | * | * | * | * | * | * | * | * | 3.6 |
| 3 - 5 Years of Age | * | 0.0 | 9.8 | 4.8 | * | * | * | * | * | * | * | * | * | 6.4 |
| 6 - 11 Years of Age | * | * | 19.8 | 21.3 | * | * | * | * | * | * | 39.2 | * | * | 22.5 |
| 12 - 17 Years of Age | * | 34.6 | 23.6 | 67.5 | * | * | * | * | * | * | 27.3 | * | * | 51.3 |
| 18 - 21 Years of Age | * | 59.4 | 38.5 | 5.3 | * | * | * | * | * | * | * | * | * | 16.3 |
| TOTAL NEW RESIDENT ADMISSIONS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| DAY STUDENTS ONLY | | | | | | | | | | | | | | |
| 0 - 2 Years of Age | * | 0.0 | 22.6 | 0.9 | * | * | * | * | * | * | 0.0 | - | * | 3.8 |
| 3 - 5 Years of Age | * | 0.0 | 22.4 | 10.1 | * | * | * | * | * | * | * | - | * | 15.8 |
| 6 - 11 Years of Age | * | * | 4.3 | 25.0 | * | * | * | * | * | * | 62.9 | - | * | 24.9 |
| 12 - 17 Years of Age | * | 53.4 | 15.7 | 63.4 | * | * | * | * | * | * | * | - | * | 48.2 |
| 18 - 21 Years of Age | * | 43.8 | 35.0 | 0.6 | * | * | * | * | * | * | * | - | * | 7.3 |
| TOTAL NEW DAY STUDENT ADMISSIONS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were reported by facilities with 21,912 of the 56,621 students in the residential facility sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

In general, the age distribution of newly admitted day students in residential schools was considerably more similar to the age distribution of the residential students than it was to the age distribution of new admissions to day schools. Presumably this reflects residential schools developing programs for their residential populations and then accepting day students who may be appropriately served in those programs.

## 2. Previous Educational Placements

### a. Day School Students

Table IV.5 presents the estimated proportions of newly admitted day school students according to their previous educational placement. About one quarter of students were entering either preschool or primary schools for the first time. About 37 percent of the students who had previously been in school and whose previous placements were known were reported to have been enrolled in special education classes within regular school buildings (27 percent of all students). About 22 percent of students whose previous school placement was known by their new school had previously been in other separate day schools. Only 16 percent of students were reported to have been in regular school programs with or without resource room assistance. An estimated 5 percent of new day school students who had previously been in school programs had been in residential schools, and another estimated 5 percent had been receiving homebound instruction. About 14 percent of students with prior educational experiences were reported to have been in settings other than those listed in Table IV.5.

A great deal of variability in previous educational placements of new students was noted among schools primarily serving different categories of

Table IV.5

Previous Educational Placement of New Student Admissions at Separate Day Schools
in 1987 by Primary Disability Served at Facility
(Percent of New Residential Admissions Age 0-21)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Previous Educational Placement | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| Regular Class (with or without resource room) | 53.2 | 5.0 | 1.1 | 22.8 | * | * | * | * | * | 0.3 | 0.7 | - | * | 11.7 |
| Special Class in Regular School | 24.5 | 30.6 | 23.6 | 37.7 | * | * | 16.5 | 0.0 | * | 1.9 | 18.8 | - | * | 26.6 |
| Special Day School | 5.0 | 21.0 | 33.3 | 10.8 | * | * | 16.1 | * | * | 3.2 | 11.8 | - | * | 16.1 |
| Residential School | 3.3 | 3.3 | 3.8 | 6.4 | * | * | * | 0.0 | * | 0.0 | 4.5 | - | 0.0 | 3.8 |
| Home-based Instruction | 1.9 | 4.9 | 3.8 | 2.7 | * | * | * | 0.0 | * | 1.9 | 1.6 | - | 16.6 | 3.8 |
| Other Educational Placement | 0.7 | 8.8 | 14.7 | 13.2 | * | * | * | 0.0 | * | 13.1 | 8.0 | - | * | 10.0 |
| No Instruction | 11.0 | 22.3 | 16.7 | 5.0 | * | * | 44.0 | * | * | 62.1 | 53.4 | - | 61.5 | 25.1 |
| Unknown | 0.4 | 4.3 | 2.9 | 1.5 | * | * | * | 0.0 | 0.0 | 17.5 | 1.3 | - | * | 2.9 |
| TOTAL NEW DAY STUDENT ADMISSIONS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were reported by day facilities with 47,156 of the 136,593 students in the day school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

disability. For example, day schools for students with learning disabilities and health impairments had over half their new students coming from regular classroom settings. An estimated 23 percent of students in schools primarily for students with emotional disturbance had previously been in regular classrooms.

### b. Residential Facility Students

Table IV.6 presents the estimated proportions of newly admitted residential school students according to their previous educational placement. Estimates are provided for both residential and day students in residential facilities. In general, patterns of previous placement for residential and day students in residential facilities were quite similar. The highest proportions of those students had previously been in special classes in regular schools (32 percent and 38 percent, respectively), and in regular classes (20 percent and 22 percent, respectively).

Residential school students (both residential and day students) were less likely than separate day school students to be entering the school as their first educational experience (10 percent as compared with 25 percent in day schools). The highest proportion of new residential school students receiving their first educational experience in the residential schools were those entering programs for students with multiple handicaps and severe or profound mental retardation (20 percent and 16 percent, respectively). Residential school students who had previously been in education programs that were known to their new facilities were reported to be more likely than day school students to have been in regular day schools (20 percent versus 12 percent) and in other residential schools (14 percent versus 4 percent).

Table IV.6

Previous Educational Placement of New Residential and New Day Student Admissions at Separate Residential Schools in 1987 by Primary Disability Served at Facility
(Percent of New Residential School Admissions Age 0-21)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Previous Educational Placement | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| RESIDENTIAL STUDENTS | | | | | | | | | | | | | | |
| Regular Class (with or without resource room) | * | * | <0.1 | 28.4 | * | * | * | * | * | * | * | * | * | 19.8 |
| Special Class in Regular School | * | 66.2 | 35.4 | 26.7 | * | * | * | * | * | * | 41.7 | * | * | 32.1 |
| Special Day School | * | * | 27.6 | 8.7 | * | * | * | * | * | * | * | * | * | 14.2 |
| Residential School | * | * | 9.3 | 16.4 | * | * | * | * | * | * | * | * | * | 13.7 |
| Home-based Instruction | * | * | 3.5 | 2.1 | * | * | * | * | * | * | * | * | * | 2.2 |
| Other Educational Placement | * | * | 2.2 | 8.1 | * | * | * | * | * | * | * | * | * | 5.7 |
| No Instruction | * | * | 15.6 | 8.8 | * | * | * | * | * | * | * | * | * | 10.0 |
| Unknown | * | * | 6.5 | 0.9 | * | * | * | * | * | * | * | * | * | 2.4 |
| TOTAL NEW RESIDENTS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| DAY STUDENTS | | | | | | | | | | | | | | |
| Regular Class (with or without resource room) | * | * | 0.0 | 22.9 | * | * | * | * | * | * | * | - | * | 22.2 |
| Special Class in Regular School | * | * | 32.2 | 43.2 | * | * | * | * | * | * | 29.5 | - | * | 37.7 |
| Special Day School | * | * | 7.7 | 7.1 | * | * | * | * | * | * | * | - | * | 9.0 |
| Residential School | * | * | 14.8 | 12.5 | * | * | * | * | * | * | 37.8 | - | * | 10.9 |
| Home-based Instruction | * | 0.0 | 0.0 | 3.1 | * | * | * | * | * | * | * | - | * | 3.6 |
| Other Educational Placement | * | 0.0 | 2.4 | 1.0 | * | * | * | * | * | * | 0.0 | - | * | 2.8 |
| No Instruction | * | * | 25.3 | 8.9 | * | * | * | * | * | * | * | - | * | 10.9 |
| Unknown | * | 0.0 | 17.7 | 1.3 | * | * | * | * | * | * | 0.0 | - | * | 3.0 |
| TOTAL NEW DAY STUDENTS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were reported by residential facilities with 20,035 of the 56,621 students in the residential facility sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

### 3. Previous Residential Placements - Residential Students

Table IV.7 presents estimates of the previous place of residence of new admissions to residential schools for students with handicapping conditions. Over two-thirds of students admitted to residential schools in 1987 were reported to come from natural, adoptive or foster homes (69 percent) rather than from group residences.

About a quarter of students entering residential facilities had previously been in another congregate living situation. This included 2 percent each in group homes of 6 or fewer residents and of 7 to 15 residents. About 8 percent came from other private residential facilities of 16 or more residents and about 14 percent from other public residential facilities of 16 or more residents. Based on statistics on previous educational and previous residential placements, about 65 percent of the students previously living in residential settings of 16 or more persons had also received their education in those settings (i.e., were in places meeting this study's definition of "residential schools"). The students most likely to be moving from one residential facility to another were students with severe or profound mental retardation (33 percent of new admissions) and students with emotional disturbance (29 percent). Only about one-half (51 percent) of students entering residential schools for students with emotional disturbance came from their natural or adoptive homes. This represents instability in the lives of these children and youth, even among children in residential settings, and probably reflects considerable movement from one residential situation to another.

Table IV.7

Previous Place of Residence of New Residential Student Admissions at Seperate Residential Schools
in 1987 by Primary Disability Served at Facility
(Percent of New Residential Admissions Age 0-21)

| Previous Place of Residence | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| Natural/Adoptive Home | * | * | 58.0 | 50.8 | * | * | * | * | * | * | 69.5 | * | * | 61.0 |
| Foster Home | * | * | 4.6 | 11.4 | * | * | * | * | * | * | * | * | * | 8.0 |
| Small Group Residence (6 or fewer residents) | * | * | 4.8 | 2.1 | * | * | * | * | * | * | * | * | * | 2.3 |
| Medium Group Residence (7-15 residents) | * | * | 2.1 | 2.7 | * | * | * | * | * | * | 0.0 | * | * | 2.0 |
| Large Private Facility (16 or more residents) | * | * | 10.5 | 7.5 | * | * | * | * | * | * | * | * | * | 7.6 |
| Large Public Facility (16 or more residents) | * | * | 15.5 | 17.0 | * | * | * | * | * | * | * | * | * | 13.6 |
| Other | * | * | 3.2 | 8.0 | * | * | * | * | * | * | * | * | * | 4.9 |
| Unknown | * | * | 1.6 | 0.6 | * | * | * | * | * | * | 0.0 | * | * | 0.7 |
| TOTAL NEW RESIDENT ADMISSIONS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes.
Data for this table were reported by residential facilities with 20,409 of the 56,621 students in the residential facility sample.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Seperate Facilities, conducted in 1988 as part of this study.

## C. EXITING STUDENTS

### 1. Ages of Students in Residential Schools

Table VI.8 presents estimates of the age distribution of students exiting from residential schools in 1987. It indicates that the majority (58 percent) of students leaving residential schools did so prior to their eighteenth birthday. Only about one-fifth (20 percent) of residential school exiting prior to their 22nd birthday did so after they reach 18 years; another one-fifth (21 percent) of exiting residential school students left before their twelfth birthday.

Schools for students with emotional disturbance showed relatively high proportions of students leaving between 12 through 17 years. This was quite likely affected by the relatively short-term "treatment" orientation of most of these schools, rather than to links between an education curriculum in these facilities and traditional school curriculum and/or grade sequences. Residential schools for students with mild or moderate mental retardation, hearing impairments, or orthopedic and physical impairments were much more likely to have students exit in the age range of 18 through 21 years. This presumably reflects the offering of transitional programs among these schools for students past the twelfth grade or its equivalent. While the age distribution of students in residential schools primarily serving children and youth with severe or profound mental retardation is similar to the national average, it is important to note that most of these residential schools are school educational programs in large residential institutions and most students in these settings would have the timing of their exit based more on residential placement decisions than on educational considerations.

Table IV.8

### Age Distribution of Exiting Residential Students of Separate Residential Schools in 1987
### by Primary Disability Served at Facility
### (Percent of Released Residential Students Age 0-21)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Age of Student | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| 0 - 2 Years of Age | 0.0 | 0.0 | 3.5 | 0.8 | 0.0 | 0.0 | 0.9 | * | 0.0 | 0.0 | * | - | 0.0 | 1.9 |
| 3 - 5 Years of Age | 0.0 | 0.0 | 3.1 | 4.5 | * | * | 1.3 | * | * | 0.0 | * | - | 0.0 | 3.9 |
| 6 - 11 Years of Age | * | * | 14.1 | 14.7 | * | * | 20.9 | * | * | 0.0 | 37.0 | - | * | 15.7 |
| 12 - 17 Years of Age | * | * | 59.0 | 68.5 | 24.3 | * | 30.0 | * | * | 0.0 | 32.6 | - | * | 58.2 |
| 18 - 21 Years of Age | * | 72.9 | 20.4 | 11.6 | 66.4 | * | 47.0 | * | * | 100.0 | * | - | * | 20.3 |
| TOTAL RELEASED RESIDENTIAL STUDENTS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were reported by residential facilities with 21,493 of the 56,626 students in the residential facility sample.
Dashes indicated cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

## 2. New Educational Placements - Preschool and School Age Students

### a. Day School Students

Table IV.9 presents estimates of the proportion of students less than 18 years old exiting from day schools according the primary disability group served at the originating school and the new type of program they entered. Most of the children and youth leaving separate day schools returned to regular schools (65 percent of the students whose new program was known). This included 45 percent who went to separate classes in regular schools and 20 percent who went to regular classes with or without resource room supports. Students in separate day schools for children and youth with learning disabilities were most likely to move to regular classes (59 percent where subsequent placement was known). Types of schools in which three-quarters or more of exiting students age 17 or younger returned to regular schools, either regular classes or special classes in regular schools, included those for students with learning disabilities (80 percent where subsequent placement was known), orthopedic or physical impairments (79 percent), or speech or language impairments (84 percent).

An estimated 17 percent of students exiting separate day schools were admitted to other separate day schools, while about 5 percent entered residential schools. Students in schools primarily serving students with mental retardation, were most likely to go to other separate day schools. Only about 2 percent of students leaving day schools were reported to enter post-secondary academic or vocational institutions. About 4 percent were reported to enter either competitive, supported, subsidized or sheltered work settings. Another 4 percent were reported to leave separate day schools with

Table IV.9

New Daytime Placements of 1987 Separate Day School Releases
Age 0-17 Years by Primary Disability Served at Facility
(Percent of Releases Age 0-17 Years)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **New Daytime Placement** | **Learning Disability** | **Mild/Moderate Mental Retardation** | **Severe/Profound Mental Retardation** | **Emotional Disturbance** | **Hearing Impairment** | **Visual Impairment** | **Orthopedic or Physical Impairment** | **Health Impairment** | **Autism** | **Speech or Language Impairment** | **Multiple Handicap** | **Deaf-Blind** | **Non Categorical** | **Total** |
| **Regular Class (with or without resource room)** | 57.3 | 9.8 | 7.2 | 20.7 | * | * | 29.2 | * | 0.0 | 30.9 | 6.2 | - | * | 19.0 |
| **Special Class in Regular School** | 20.2 | 47.0 | 43.5 | 32.1 | * | * | 47.7 | * | * | 51.1 | 57.6 | - | 61.5 | 42.5 |
| **Special Day School** | 10.4 | 21.0 | 29.0 | 8.0 | * | * | * | * | * | * | 21.5 | - | * | 16.3 |
| **Residential School** | 2.0 | 7.0 | 4.7 | 6.7 | * | * | * | 0.0 | * | * | 2.6 | - | 0.0 | 5.1 |
| **College/University Degree Program** | 1.9 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.5 |
| **Home-based Instruction** | 0.9 | 2.2 | 1.3 | 2.2 | 0.0 | 0.0 | * | 0.0 | 0.0 | * | 1.7 | - | * | 1.5 |
| **Competitive Work** | 1.3 | 0.0 | 1.2 | 6.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | * | 0.0 | - | 0.0 | 1.9 |
| **Supported/Subsidized Work** | 0.3 | 0.3 | 0.2 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | * | 0.0 | - | 0.0 | 0.2 |
| **Sheltered Employment** | 0.1 | 0.0 | 2.7 | 2.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | * | 3.5 | - | * | 1.7 |
| **Day Activity Center** | 0.0 | 0.6 | 1.8 | 0.1 | 0.0 | 0.0 | * | * | 0.0 | * | <0.1 | - | * | 0.6 |
| **Vocational Training** | 1.5 | 0.6 | 1.4 | 3.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | * | 0.3 | - | 0.0 | 1.4 |
| **No Placement or Program** | 1.0 | 3.8 | 2.6 | 8.4 | 0.0 | 0.0 | * | * | * | * | 2.4 | - | * | 3.9 |
| **Unknown** | 3.2 | 7.8 | 4.4 | 8.6 | * | * | * | * | * | * | 4.2 | - | * | 5.6 |
| **TOTAL RELEASES AGE 0-17 YEARS** | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

**Notes**.
Data for this table were provided by day facilities with 52,272 of the 136,953 students in the day school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

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no subsequent educational, vocational or developmental activities. Those leaving day schools primarily serving students with emotional disturbance or mildly or moderately retarded students were the most likely to have no known subsequent educational or vocational placement (8 and 9 percent, respectively).

### b. Residential Schools

Table IV.10 presents estimates of the proportions of students less than 18 years old exiting from residential schools according to the type of school they left and the new program they entered. Like students of the same age group leaving separate day schools, an estimated 65 percent of the students whose subsequent placement was known returned to regular schools. This included 40 percent entering separate classes in regular school buildings and 25 percent entering regular classes with or without resource room supports. The proportions of students leaving residential schools to attend other separate day or residential schools was also similar to the proportions leaving separate day schools for other separate day or residential schools (25 percent and 23 percent, respectively). Movement into one of the two types of separate facilities was associated with the type of school the individual was leaving. About 67 percent of students leaving separate residential schools for other separate schools went to residential schools while about 75 percent of students leaving separate day schools for other separate schools went to other separate day schools.

In all, about 3.5 percent of students age 17 or younger leaving separate residential schools entered post-secondary educational or vocational programs.

Table IV.10

New Daytime Placements of 1987 Separate Residential School Releases (Including Day Students)
Age 0-17 Years by Primary Disability Served at Facility
(Percent of Releases Age 0-17 Years)

| New Daytime Placement | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| Regular Class (with or without resource room) | * | * | 0.9 | 29.8 | * | * | * | * | * | * | * | - | * | 22.9 |
| Special Class in Regular School | * | 51.0 | 48.5 | 34.2 | * | * | * | 0.0 | * | * | 42.6 | - | * | 37.5 |
| Special Day School | * | * | 17.2 | 4.9 | * | * | * | 0.0 | * | 0.0 | * | - | 0.0 | 7.7 |
| Residential School | * | * | 19.5 | 13.1 | * | * | * | * | * | * | * | - | * | 15.7 |
| College/University Degree Program | * | * | 0.0 | 0.4 | * | * | * | 0.0 | 0.0 | 0.0 | * | - | 0.0 | 0.6 |
| Home-based Instruction | 0.0 | * | 4.2 | 0.6 | * | * | * | 0.0 | 0.0 | * | * | - | * | 1.4 |
| Competitive Work | 0.0 | * | 0.0 | 2.3 | * | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - | 0.0 | 1.3 |
| Supported/Subsidized Work | * | 0.0 | 0.0 | 0.2 | * | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.1 |
| Sheltered Employment | 0.0 | 0.0 | 0.0 | 0.3 | * | * | 0.0 | 0.0 | 0.0 | 0.0 | * | - | 0.0 | 0.3 |
| Day Activity Center | 0.0 | 0.0 | 0.0 | 0.6 | * | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | * | - | 0.0 | 0.4 |
| Vocational Training | * | * | 0.0 | 4.4 | * | * | 0.0 | 0.0 | 0.0 | 0.0 | * | - | 0.0 | 2.9 |
| No Placement or Program | * | * | 1.5 | 3.4 | * | * | * | 0.0 | 0.0 | * | * | - | * | 2.4 |
| Unknown | * | * | 8.3 | 5.9 | * | * | 0.0 | 0.0 | * | 0.0 | * | - | 0.0 | 6.9 |
| TOTAL RELEASES AGE 0-17 YEARS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were provided by residential facilities with 20,770 of the 56,626 students in the residential facility sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Relatively small proportions of students leaving residential schools were reported to enter competitive, supported or sheltered work settings (2 percent), and relatively few were reported to have no known subsequent educational, vocational, or developmental program in which they participated.

### 3. New Educational Placements - Young Adult Students

#### a. Day School Students

Table IV.11 presents estimates of the proportion of young adults (18 through 21 years old) exiting from separate day schools according to the type of day school they left and the new type of program they entered. The placement patterns of this older group of exiting students was distinctively different and much more vocationally oriented than noted among the younger students. Over half these students entered employment or vocational training programs (52 percent of those whose subsequent activities were known). An additional 3 percent entered post secondary academic programs.

In all, 18 percent of exiting 18 through 21 year olds entered other school programs, about half entering special classes in regular schools. In addition to the 4 percent of students leaving separate day schools for other separate day schools, another 14 percent were placed in day activity centers, which are often similar to separate day schools except that they serve adults. About 12 percent of students exiting day schools at the ages 18 through 21 years had no subsequent vocational, educational or developmental activities into which they entered.

The young adults leaving schools primarily serving students with emotional disturbance were most likely to enter competitive or supported

Table IV.11

### New Daytime Placements of 1987 Separate Day School Releases Age 18-21 Years by Primary Disability Served at Facility (Percent of Releases Age 18-21 Years)

| New Daytime Placement | Primary Disability Served by the Facility<br>Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Regular Class (with or without resource room) | 1.2 | 2.2 | 0.0 | 9.9 | * | - | 0.0 | 0.0 | 0.0 | - | 0.5 | - | 0.0 | 2.7 |
| Special Class in Regular School | 3.8 | 8.7 | 7.4 | 3.2 | 0.0 | - | 24.3 | 0.0 | * | - | 5.0 | - | 0.0 | 8.5 |
| Special Day School | 1.4 | 5.0 | 4.6 | 1.2 | 0.0 | - | 0.0 | 0.0 | 0.0 | - | 7.4 | - | 0.0 | 4.0 |
| Residential School | 3.6 | 0.9 | 2.3 | 0.5 | 0.0 | - | 0.0 | 0.0 | * | - | 5.2 | - | 0.0 | 2.2 |
| College/University Degree Program | 27.2 | 0.0 | 0.0 | 5.2 | * | - | 25.2 | 0.0 | 0.0 | - | 0.1 | - | 0.0 | 3.1 |
| Home-based Instruction | 0.0 | 0.1 | 1.8 | 1.0 | 0.0 | - | 0.0 | 0.0 | 0.0 | - | 2.4 | - | 0.0 | 0.9 |
| Competitive Work | 37.4 | 12.4 | 3.7 | 28.4 | * | - | * | 0.0 | * | - | 4.0 | - | 0.0 | 12.2 |
| Supported/Subsidized Work | 4.7 | 6.5 | 3.3 | 5.2 | * | - | * | 0.0 | 0.0 | - | 7.5 | - | 0.0 | 5.5 |
| Sheltered Employment | 12.5 | 25.5 | 31.7 | 6.0 | * | - | * | 0.0 | * | - | 31.7 | - | 0.0 | 24.3 |
| Day Activity Center | 0.6 | 13.3 | 21.2 | 3.0 | 0.0 | - | * | 0.0 | * | - | 19.8 | - | 0.0 | 12.7 |
| Vocational Training | 2.0 | 11.9 | 5.4 | 9.1 | * | - | * | 0.0 | * | - | 0.6 | - | 0.0 | 7.2 |
| No Placement or Program | 3.7 | 9.3 | 11.6 | 14.2 | 0.0 | - | * | * | * | - | 12.1 | - | 100.0 | 10.8 |
| Unknown | 1.8 | 4.2 | 7.2 | 13.3 | 0.0 | - | * | 0.0 | 0.0 | - | 3.7 | - | 0.0 | 6.0 |
| TOTAL RELEASES AGE 18-21 YEARS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 | 100.0 | - | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were provided by day facilities with 52,272 of the 136,953 students in the day facility sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

employment situations (39 percent of those whose subsequent placement was known). Young adults leaving day schools primarily serving students with learning disabilities, were most likely to go on to degree granting post-secondary institutions (28 percent). In contrast to these post-secondary experiences, half or more of all young adults leaving day schools primarily serving students with severe or profound mental retardation or multiple handicaps entered day activity centers or sheltered workshops (57 percent and 53 percent, respectively). Young adults leaving schools for students with severe or profound mental retardation (12.5 percent), emotional disturbance (16 percent), and multiple handicaps (13 percent) were particularly likely to have no known vocational, educational or developmental activities following exit from separate day schools.

### b. Residential Facility Students

Table IV.12 presents estimates of the proportion of young adults (18 through 21 years old) exiting from separate residential schools according to the type of residential school they left and type of new program they entered. As expected, placement patterns for young adults leaving residential schools were very different than for children and youth below the age of 18 years. Whereas 65 percent of those below the age of 18 for whom the next placement was known returned to regular schools, only 10 percent of those above the age of 17 did. In contrast, the most common subsequent type of placement for young adults leaving residential schools was post-secondary academic or vocational settings (about 30 percent of young adults whose subsequent placements were known went on to additional education). Young adults leaving

Table IV.12

New Daytime Placements of 1987 Separate Residential School Releases (Including Day Students)
Age 18-21 Years by Primary Disability Served at Facility
(Percent of Releases Age 18-21 Years)

| New Daytime Placement | Primary Disability Served by the Facility<br>Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Regular Class (with or without resource room) | 0.0 | * | 0.0 | 8.4 | 0.0 | * | 0.0 | - | 0.0 | - | 0.0 | - | * | 3.5 |
| Special Class in Regular School | 0.0 | * | 6.1 | 1.2 | * | 0.0 | 0.0 | - | 0.0 | - | 22.6 | - | 0.0 | 5.6 |
| Special Day School | 0.0 | * | 11.7 | 8.4 | * | 0.0 | 0.0 | - | 0.0 | - | * | - | * | 7.2 |
| Residential School | * | * | 5.0 | 8.7 | * | * | 0.0 | - | 0.0 | - | * | - | 0.0 | 5.0 |
| College/University Degree Program | * | 0.0 | 0.0 | 13.0 | * | * | * | - | 0.0 | - | * | - | * | 12.1 |
| Home-based Instruction | 0.0 | 0.0 | 0.0 | 0.0 | * | 0.0 | 0.0 | - | 0.0 | - | 0.0 | - | 0.0 | 0.3 |
| Competitive Work | * | * | 3.4 | 13.6 | * | * | 0.0 | - | 0.0 | - | * | - | * | 10.9 |
| Supported/Subsidized Work | * | * | 6.6 | 5.5 | * | * | 0.0 | - | * | - | * | - | 0.0 | 5.7 |
| Sheltered Employment | 0.0 | * | 11.5 | 10.9 | * | * | * | - | * | - | * | - | * | 9.7 |
| Day Activity Center | 0.0 | 0.0 | 40.5 | 0.0 | * | * | * | - | 0.0 | - | 37.5 | - | 0.0 | 12.9 |
| Vocational Training | * | * | 1.9 | 21.1 | * | * | * | - | 0.0 | - | * | - | 0.0 | 15.0 |
| No Placement or Program | 0.0 | * | 5.1 | 1.5 | * | * | * | - | 0.0 | - | 0.0 | - | * | 3.4 |
| Unknown | * | * | 8.2 | 1.7 | * | * | * | - | 0.0 | - | * | - | 0.0 | 8.7 |
| TOTAL RELEASES AGE 18-21 YEARS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | - | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were provided by residential facilities with 20,770 of the 56,626 students in the residential facility sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

residential schools were considerably more likely to go on to post-secondary education or training than those leaving separate day schools. Students from residential schools for students with emotional disturbance were considerably more likely to go on to post-secondary programs than their day school counterparts (37 percent and 16 percent, respectively). Given the fact that the majority of young adult students are in residential schools primarily serving pupils with emotional disturbance, the post-secondary placement patterns at residential schools for students with emotional disturbance was a primary contributing factor to the difference between overall residential and day school post-secondary placement rates. The difference in the placement rates between residential and day schools for students with emotional disturbance quite likely represents systematic social and economic differences among the students who are ultimately placed in these settings. As noted earlier, most residential schools for students with emotional disturbance are private to which young people are generally admitted primarily for psychiatric/psychological treatment, frequently based on the family's ability to pay through private funds or insurance. Only 2 percent of young adults exiting from residential programs for youngsters with emotional disturbance whose subsequent activities were known were reported to have no vocational or educational program; this compares with 16 percent of the young adults with emotional disturbance leaving separate day programs. In all, about 4 percent of the young adults exiting from residential schools whose subsequent activities were known were reported to have no vocational educational or developmental program. This compared with 11.5 percent of the young adults leaving separate day school programs.

### 4. New Residential Placements - Students Exiting Residential Schools

Table IV.13 presents estimates of the new place of residence of students exiting from residential schools in 1987. An estimated one-half (51 percent) of all students who left went to their own home (i.e., a natural, adoptive or independent home). Students least likely to return to or establish a home were from schools primarily focused on severe and profound mental retardation (23 percent). Students not returning home were somewhat more likely to be placed in relatively small rather than larger settings. An estimated 16 percent moved to foster family or family scale group settings (6 or fewer residents). Another 16 percent moved to group homes of 7 to 15 residents. An estimated 13 percent of students leaving residential schools went to live in public or private institutional settings of 16 or more residents. Other living arrangements were reported for 5 percent of exiting students, with subsequent living situations unknown for only 3 percent of students leaving residential schools.

The majority of students exiting from residential schools primarily serving students with severe or profound mental retardation went to community-based residential settings (64 percent to foster care or group care settings of 15 or fewer residents). This movement for the most part reflected continued depopulation of large public and private institutions with placements in community settings and use of community resources for educational, vocational and developmental services and supports. There was also considerable community placement of young people leaving residential schools primarily for students with emotional disturbance. About 12 percent of exiting students went to foster care settings and 13 percent went to relatively small, community settings of 15 or fewer residents.

Table IV.13

New Place of Residence of Exiting Residential Students of Separate Residential Schools in 1987
by Primary Disability Served at Facility
(Percent of Released Residential Students Age 0-21)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New Place of Residence | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| Natural/Adoptive Home | * | 69.3 | 23.3 | 52.2 | * | * | * | * | 0.0 | 0.0 | 44.8 | - | * | 49.2 |
| Foster Home | * | * | 2.7 | 11.8 | * | * | * | * | * | 0.0 | * | - | 0.0 | 7.8 |
| Small Group Residence (6 or fewer residents) | * | * | 19.3 | 4.8 | * | * | * | 0.0 | * | 0.0 | * | - | * | 7.9 |
| Medium Group Residence (7-15 residents) | * | * | 41.6 | 8.4 | 0.0 | 0.0 | * | 0.0 | - | 100.0 | * | - | * | 15.1 |
| Large Private Facility (16 or more residents) | * | * | 5.8 | 6.1 | * | 0.0 | * | * | 0.0 | 0.0 | * | - | * | 5.9 |
| Large Public Facility (16 or more residents) | * | * | 5.0 | 9.9 | * | * | 0.0 | 0.0 | 0.0 | 0.0 | * | - | * | 6.7 |
| Other | * | * | 2.4 | 5.4 | * | * | * | 0.0 | 0.0 | 0.0 | * | - | * | 4.9 |
| Unknown | * | 0.0 | 0.0 | 1.5 | * | * | 0.0 | 0.0 | 0.0 | 0.0 | * | - | 0.0 | 2.6 |
| TOTAL RELEASED RESIDENTIAL STUDENTS | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | - | 100.0 | 100.0 |

Notes.
Data for this table were provided by residential facilities with 20,226 of the 56,626 students in the residential facility sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

# V. ADMINISTRATIVE AND STAFF CHARACTERISTICS OF FACILITIES

This chapter presents national estimates of the administrative characteristics of separate schools primarily or exclusively serving children and youth (0 through 21 years) with handicapping conditions. Separate breakdowns are provided for day schools and residential schools.

## A. LICENSURE AND CERTIFICATION

### 1. Day Schools

Table V.1 presents statistics on the current (as of 1988) licensure and certification of separate day schools according to the primarily disability group they serve. These statistics show the estimated percentages of students in day schools with the types of licensure and certification shown. An estimated 97 percent of all day schools reported some form of current licensure and these schools served an estimated 98 percent of day school students (see Table V.1). An estimated half the schools (53 percent) with half of all students (49 percent) reported licensure or certification from more than one government agency.

An estimated 90 percent of all day school students were in schools that reported licensure by the State Department of Education. About 29 percent of day students were in the one-third of all day schools that reported licensure by the State agency (such as the Department of Mental Retardation) responsible for providing services to persons with the disabilities served by the schools. Licensure by State education agencies was reported to be lowest for schools serving students with multiple handicaps (69 percent) and learning disabilities (84 percent). However, the schools serving students with

Table V.1

Students in Separate Day Schools Licensed or Certified by Various Agencies and Organizations by Primary Disability Served by Facility (Percent of Students Age 0-21 in Licensed/Certified Facilities)

| Licensing/Certifying Agency or Organization | Primary Disability Served by the Facility (Estimated Students 0-21 Years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability (21,500) | Mild/Moderate Mental Retardation (50,803) | Severe/Profound Mental Retardation (44,847) | Emotional Disturbance (44,345) | Hearing Impairment (3,344) | Visual Impairment (*) | Orthopedic or Physical Impairment (11,888) | Health Impairment (1,789) | Autism (2,938) | Speech or Language Impairment (6,906) | Multiple Handicap (31,417) | Deaf-Blind (0) | Non Categorical (8,545) | All Facilities (228,716) |
| State Education Department | 84.4 | 96.2 | 97.0 | 96.6 | * | * | * | * | * | * | 69.0 | - | * | 90.3 |
| State Medicaid Agency[a] | 0.0 | 3.4 | 2.8 | 9.5 | * | * | 16.2 | * | * | * | 12.0 | - | 25.5 | 6.6 |
| State Public Welfare Department[b] | 10.1 | 6.0 | 4.8 | 28.4 | * | * | * | * | * | * | 9.1 | - | 46.0 | 13.3 |
| State Program Agency[c] | 25.0 | 28.4 | 22.2 | 28.5 | * | * | 24.8 | * | * | 37.8 | 29.1 | - | 45.9 | 29.0 |
| State Health Department | 11.8 | 6.1 | 6.0 | 13.0 | * | * | 31.2 | * | * | 30.6 | 37.4 | - | 40.8 | 15.1 |
| Other State Agencies | 1.8 | 2.7 | 0.4 | 3.4 | * | * | 15.9 | * | * | * | 30.9 | - | * | 6.9 |
| County or Local Welfare/ Community Services | 6.9 | 1.0 | 2.2 | 9.5 | * | * | 0.0 | * | * | 0.0 | 2.1 | - | * | 3.8 |
| County or Local Health Department | 3.5 | 6.2 | 4.3 | 13.2 | * | * | 26.4 | * | * | * | 7.5 | - | * | 8.2 |
| Other County or Local Agencies | 19.0 | 9.8 | 8.4 | 25.3 | * | * | 17.5 | * | * | * | 10.4 | - | * | 14.1 |
| TOTAL PERCENT OF STUDENTS AGE 0-21 IN LICENSED/ CERTIFIED FACILITIES | 89.0 | 99.5 | 98.1 | 97.5 | * | * | 100.0 | * | * | 100.0 | 100.0 | - | * | 97.7 |
| Percent in Facilities Licensed/Certified by Only One Agency | 46.8 | 60.0 | 66.3 | 52.7 | * | * | 35.0 | * | * | 35.7 | 26.8 | - | * | 49.0 |
| Percent in Facilities Licensed/Certified by Two or More Agencies | 42.2 | 39.5 | 31.8 | 44.7 | * | * | 65.0 | * | * | 64.3 | 73.2 | - | * | 48.7 |
| Percent of Students Age 0-21 in Facilities not Licensed/Certified | 11.0 | 0.5 | 1.9 | 2.5 | * | * | 0.0 | * | * | 0.0 | 0.0 | - | * | 2.3 |

Notes.

[a] Certified as an Intermediate Care Facility (ICF), Intermediate Care Facility for the Mentally Retarded (ICF-MR), or Skilled Nursing Facility (SNF).

[b] Includes agencies of similar name/functions such as Social Services, Human Services, etc.

[c] Includes agencies such as Division of Mental Retardation, Department of Mental Health, Services for the Blind, etc.

Total will not equal 100% because multiple responses are appropriate.

Data for this table were reported by day schools with 54,211 of 136,593 students (unweighted) in the day facility sample.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

multiple handicaps reported universal licensure by at least one State agency, while 11 percent of all students with learning disabilities were in day schools that reported no current licensure. Other groups of students in schools that reported having no current government licenses were 1 percent of students in schools for pupils with mental retardation, and 2.5 percent of students in schools for pupils with emotional disturbance. The absence of a current licensure could have indicated that a facility had never been licensed, or that it had previously been licensed but that the license was no longer in effect because of expiration or revocation.

### 2. Residential Facilities

Table V.2 presents statistics on the current licensure and certification of separate residential schools according to the primary disability group they served. These statistics are reported as the estimated percentages of all students in residential schools with licensure or certification by various government agencies. An estimated 99 percent of all separate residential schools, with 99.5 percent of all residential school students, were licensed or certified by government agencies to provide certain services, although not necessarily educational services. In each of the three categories of facility reporting less than universal licensure, a single facility accounts for the non-licensed estimate. An estimated 87 percent of residential school students were in facilities that reported more than one license or certification for their schools.

Students in residential schools were less likely than day school students to be in schools licensed by State education agencies (85 percent and 90 percent, respectively). On the other hand, they were much more likely to

Table V.2

Students in Separate Residential Schools Licensed or Certified by Various Agencies and Organizations by Primary Disability Served by Facility
(Percent of Students Age 0-21 in Licensed/Certified Facilities)

| Licensing/Certifying Agency or Organization | Primary Disability Served by the Facility (Estimated Students 0-21 Years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability (3,097) | Mild/Moderate Mental Retardation (5,334) | Severe/Profound Mental Retardation (12,631) | Emotional Disturbance (52,339) | Hearing Impairment (10,986) | Visual Impairment (2,649) | Orthopedic or Physical Impairment (941) | Health Impairment * | Autism * | Speech or Language Impairment * | Multiple Handicap (5,559) | Deaf-Blind * | Non Categorical * | All Facilities (95,335) |
| State Education Department | * | * | 65.2 | 88.0 | * | * | 100.0 | * | * | 100.0 | * | 100.0 | * | 85.4 |
| State Medicaid Agency[a] | * | 56.5 | 71.1 | 36.3 | * | 0.0 | * | * | * | * | 52.3 | 0.0 | * | 38.0 |
| State Public Welfare Department[b] | * | * | 41.6 | 80.4 | * | * | * | * | * | 0.0 | 65.8 | 100.0 | * | 61.3 |
| State Program Agency[c] | * | 42.3 | 77.4 | 60.8 | * | * | * | * | * | * | 72.3 | 0.0 | * | 52.0 |
| State Health Department | * | 72.1 | 45.2 | 47.1 | * | * | * | * | * | * | 74.5 | 100.0 | * | 47.0 |
| Other State Agencies | * | 45.0 | 8.6 | 23.9 | * | * | 0.0 | * | * | * | * | 0.0 | * | 18.0 |
| County or Local Welfare/ Community Services | * | * | 10.7 | 19.3 | * | 0.0 | * | * | * | * | * | 0.0 | 0.0 | 13.4 |
| County or Local Health Department | * | * | 10.0 | 29.0 | * | 0.0 | * | * | * | * | * | 0.0 | 0.0 | 20.2 |
| Other County or Local Agencies | * | * | 0.0 | 6.1 | * | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.9 |
| TOTAL PERCENT OF STUDENTS AGE 0-21 IN LICENSED/ CERTIFIED FACILITIES | 100.0 | * | 99.1 | 99.2 | * | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.5 |
| Percent in Facilities Licensed/Certified by Only One Agency | * | 0.0 | 6.4 | 2.7 | * | * | * | * | * | * | * | * | * | 12.4 |
| Percent in Facilities Licensed/Certified by Two or More Agencies | * | * | 93.1 | 96.5 | * | * | * | * | * | * | * | * | * | 87.1 |
| Percent of Students Age 0-21 in Facilities not Licensed/Certified | 0.0 | * | 0.5 | 0.8 | * | * | * | * | * | * | 0.0 | * | * | 0.5 |

Notes.
Totals will not equal 100% because multiple responses are appropriate.
Data for this table were reported by residential facilities with 23,235 of 56,626 students (unweighted) in the residential facility sample.

[a] Certified as an Intermediate Care Facility (ICF), Intermediate Care Facility for the Mentally Retarded (ICF-MR), or Skilled Nursing Facility (SNF).

[b] Includes agencies of similar name function such as Social Services, Human Services, etc.

[c] Includes agencies such as Division of Mental Retardation, Department of Mental Health, Services for the Blind, etc.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

be in schools licensed by State public welfare (e.g., "Social Services," "Child Welfare," or "Human Services") agencies and/or State program agencies (e.g., "Mental Health," "Mental Retardation/Developmental Disabilities," "Services for the Blind") than were day school students. An estimated 61 percent of students in residential facilities were in settings licensed by public welfare agencies, and 52 percent were in settings licensed by program agencies; comparable figures for the day schools were 13 percent and 29 percent, respectively. High levels of Medicaid long-term care certification (ICF, ICF-MR, and SNF) were noted in facilities primarily serving two types of students; those with severe/profound mental retardation (72 percent of facilities, 71 percent of students), and those with multiple handicaps (71 percent of facilities, 52 percent of students). These types of facilities were most commonly ICF-MR certified residential institutions.

## B. TYPES AND INTENSITIES OF STAFFING

### 1. Day Schools

Table V.3 presents estimates of the hours per week per student for different types of staff employed in the education programs of day schools. Full-time employees were assumed to work 40 hours in these educational programs even though students may have been on site for direct interaction for only about 6 hours per day. Expressed in another way, the average reported 2.2 administrative hours per week per student means that for each 40 students in a school, there was an average of 2.2 full-time equivalent administrative positions.

It was estimated that there were 2.2 administrative staff hours per student per week in separate day facilities. Administrative staff hours were

Table V.3

Staff Availability at Seperate Day Schools by Type of Staff and Primary Disability Served at Facility
(Average Hours Per Week Per Type of Staff per Student)

| Type of Staff | Primary Disability Served by the Facility: Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ADMINISTRATIVE STAFF[a] | 2.8 | 2.0 | 2.0 | 2.4 | * | * | * | * | * | * | 1.7 | - | * | 2.2 |
| CLASSROOM INSTRUCTIONAL STAFF | | | | | | | | | | | | | | |
| Classroom Teachers, Certified for Special Education | 3.8 | 4.0 | 4.5 | 4.3 | * | * | * | * | * | * | 3.2 | - | * | 3.9 |
| Classroom Teacher, Certified for Regular not special Education | 1.1 | 0.6 | 0.1 | 0.6 | * | * | * | * | * | * | 0.1 | - | * | 0.5 |
| Classroom Teachers, Non-certified | 0.4 | 0.4 | 0.3 | 0.1 | * | * | * | * | * | * | 0.2 | - | * | 0.3 |
| Classroom assistants, para-professionals, aides | 1.9 | 5.0 | 6.4 | 3.9 | * | * | * | * | * | * | 5.0 | - | * | 4.5 |
| Interpreter aides, readers, tutors | 0.1 | 0.2 | 0.1 | <0.1 | * | * | * | * | * | * | <0.1 | - | * | 0.1 |
| Instructional consultants, in-service trainers | 0.1 | 0.1 | 0.1 | 0.1 | * | * | * | * | * | * | 0.1 | - | * | 0.1 |
| Classroom personal care assistants | 0.0 | <0.1 | 0.2 | 0.1 | * | * | * | * | * | * | <0.1 | - | * | 0.1 |
| Other classroom instructional staff | 0.2 | 0.1 | 0.2 | 0.1 | * | * | * | * | * | * | 0.1 | - | * | 0.1 |
| Total Instructional | 7.6 | 10.4 | 11.8 | 9.3 | * | * | * | * | * | * | 8.7 | - | * | 9.6 |
| SUPPORT AND RELATED SERVICES STAFF | | | | | | | | | | | | | | |
| Psychologists & Behavior Analysts | 0.3 | 0.2 | 0.3 | 0.6 | * | * | * | * | * | * | 0.2 | - | * | 0.4 |
| Psychiatrists | <0.1 | <0.1 | <0.1 | 0.1 | * | * | * | * | * | * | <0.1 | - | * | <0.1 |
| Counselors, social workers | 0.1 | 0.9 | 0.3 | 1.8 | * | * | * | * | * | * | 0.2 | - | * | 0.8 |
| Physical therapists | <0.1 | 0.3 | 0.4 | <0.1 | * | * | * | * | * | * | 0.4 | - | * | 0.3 |
| Occupational therapists | 0.1 | 0.2 | 0.4 | <0.1 | * | * | * | * | * | * | 0.4 | - | * | 0.3 |
| Speech & language therapists | 0.4 | 0.6 | 0.7 | 0.2 | * | * | * | * | * | * | 0.7 | - | * | 0.6 |
| Transition, community living skills trainers | <0.1 | 0.8 | 0.1 | <0.1 | * | * | * | * | [illegible] | * | <0.1 | - | * | 0.2 |
| Vocational specialists | 0.1 | 0.2 | 0.2 | 0.1 | * | * | * | * | * | * | <0.1 | - | * | 0.1 |
| Remedial academics teachers | 0.2 | 0.1 | <0.1 | 0.1 | * | * | * | * | * | * | <0.1 | - | * | 0.1 |
| Physical education, recreation teacher | 0.2 | 0.5 | 0.3 | 0.2 | * | * | * | * | * | * | 0.3 | - | * | 0.3 |
| Music and art teachers | 0.1 | 0.1 | 0.1 | 0.2 | * | * | * | * | * | * | 0.1 | - | * | 0.1 |
| Librarians and media specialists | 0.1 | <0.1 | <0.1 | <0.1 | * | * | * | * | * | * | <0.1 | - | * | <0.1 |
| Physicians, dentists | <0.1 | <0.1 | <0.1 | <0.1 | * | * | * | * | * | * | <0.1 | - | * | <0.1 |
| Medical and dental nurses, technicians | 0.1 | 0.2 | 0.3 | 0.1 | * | * | * | * | * | * | 0.3 | - | * | 0.2 |
| Low vision specialists, mobility trainers | <0.1 | 0.1 | 0.1 | <0.1 | * | * | * | * | * | * | <0.1 | - | * | <0.1 |
| Hearing specialists, audiologists | <0.1 | 0.1 | 0.1 | <0.1 | * | * | * | * | * | * | <0.1 | - | * | <0.1 |
| Other support related services staff | 0.1 | 0.3 | 0.1 | 0.4 | * | * | * | * | * | * | 0.2 | - | * | 0.2 |
| Total Support | 1.9 | 4.7 | 3.5 | 4.0 | * | * | * | * | * | * | 3.0 | - | * | 3.7 |
| OPERATIONS AND TRANSPORTATION (Custodial, maintenance, food service, transport, etc.) | 0.8 | 2.9 | 3.6 | 1.9 | * | * | * | * | * | * | 1.8 | - | * | 2.3 |
| VOLUNTEERS | 0.4 | 0.4 | 0.4 | 0.3 | * | * | * | * | * | * | 0.3 | - | * | 0.4 |

Notes.

Data for this table were reported by 540 of 1,315 schools (unweighted) in the day school sample.

Dashes indicate cells with one or fewer responding facilities.

[a] Includes hours committed to all administrative roles including principals, directors, assistants, noninstructional unit and department heads, accountants, admissions personnel, secretaries, etc.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

defined to include hours of personnel including principals, directors, assistants, administration department or unit heads, accountants, admission personnel, secretaries, and so forth.

Total instructional staff of day schools averaged 9.6 hours per week per student, or about 1 full-time equivalent teacher for each 4 students.[1] Day schools that reported instructional staffing above the estimated national average were those for students with severe or profound mental retardation (11.8 hours per student per week), or with hearing impairments (10.7), while schools for students with learning disabilities were below the national average (7.6).

The most generally utilized instructional staff were certified special education teachers (3.9 hours per week per student) and paraprofessionals (4.5 hours per week per student). A substantial majority of classroom teachers (83 percent) in separate day schools were special education certified. Schools reporting the lowest proportion of special education certified classroom teachers were schools for students with learning disabilities (72 percent).

Total support staff averaged an estimated 3.7 hours per week per student. Rates were relatively high among day schools primarily serving students with mild or moderate mental retardation (4.9 hours), while rates were relatively low for schools for students with learning disabilities (1.9 hours). Counselors and social workers were the most commonly used support related service personnel with an average of .8 hours per student per week. Speech and language therapists averaged .6 hours per student per week. Psychologists and behavior analysts were employed with an average of .4 hours per student per week.

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[1] As noted in Chapter III of this section, most students at separate facilities receive instruction primarily in group settings of 6 or more students. Therefore, this statistic (average staff hours per week per student) does not directly translate into average instructional time per student.

Operations personnel ("custodial, maintenance, food service, transportation, etc.") averaged 2.3 hours per student per week. Rates were generally similar among day schools. Day schools averaged about .4 hours of volunteer services per student per week.

### 2. Residential Schools

Table V.4 presents estimates of the average hours per week per student of personnel in residential schools for students with different types of handicapping conditions. As in Table V.3 full-time employees were assumed to devote 40 hours to the educational program even though typically students would be in school fewer than 40 hours. As would be expected when compared with day schools, residential schools have much higher administrative rates than do day schools (8.3 hours per student versus 2.2 in day schools). Support and operations personnel rates were also much higher in the residential schools than in the day schools (9.8 and 4.9 hours per student respectively, as compared with 3.7 and 2.3 hours per student). Presumably these higher rates are largely a result of the considerably higher administrative, support service and operations burdens of providing residential and leisure, as well as educational programs. In contrast, the instructional staffing of the residential programs was generally comparable to the day programs. There was a somewhat higher rate of certified classroom special education teacher hours per student per week in residential schools

## Table V.4

### Staff Availability at Separate Residential Schools by Type of Staff and Primary Disability Served at Facility
(Average Hours Per Week Per Type of Staff per Student)

| Type of Staff | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
| ADMINISTRATIVE STAFF[a] | * | * | 9.4 | 8.1 | * | * | * | * | * | * | * | - | * | 8.3 |
| CLASSROOM INSTRUCTIONAL STAFF | | | | | | | | | | | | | | |
| Classroom Teachers, Certified for Special Education | * | * | 5.2 | 4.3 | * | * | * | * | * | * | * | - | * | 4.7 |
| Classroom Teacher, Certified for Regular not Special Education | * | * | 0.4 | 1.3 | * | * | * | * | * | * | * | - | * | 1.1 |
| Classroom Teachers Non-certified | * | * | 0.5 | 0.5 | * | * | * | * | * | * | * | - | * | 0.6 |
| Classroom assistants, para-professionals, aides | * | * | 6.2 | 2.3 | * | * | * | * | * | * | * | - | * | 3.5 |
| Interpreter aides, readers, tutors | * | * | 0.0 | 0.1 | * | * | * | * | * | * | * | - | * | 0.1 |
| Instructional consultants, in-service trainers | * | * | 2.1 | 0.1 | * | * | * | * | * | * | * | - | * | 0.6 |
| Classroom personal care assistants | * | * | 0.6 | 0.1 | * | * | * | * | * | * | * | - | * | 0.4 |
| Other classroom instructional staff | * | * | <0.1 | 0.1 | * | * | * | * | * | * | * | - | * | 0.2 |
| Total Instructional | * | * | 15.1 | 8.9 | * | * | * | * | * | * | * | - | * | 11.0 |
| SUPPORT AND RELATED SERVICES STAFF | | | | | | | | | | | | | | |
| Psychologists & Behavior Analysts | * | * | 0.6 | 0.8 | * | * | * | * | * | * | * | - | * | 0.7 |
| Psychiatrists | * | * | 0.1 | 0.5 | * | * | * | * | * | * | * | - | * | 0.3 |
| Counselors, social workers | * | * | 1.0 | 3.6 | * | * | * | * | * | * | * | - | * | 2.5 |
| Physical therapists | * | * | 0.5 | <0.1 | * | * | * | * | * | * | * | - | * | 0.2 |
| Occupational therapists | * | * | 0.5 | 0.2 | * | * | * | * | * | * | * | - | * | 0.3 |
| Speech & language therapists | * | * | 0.9 | 0.2 | * | * | * | * | * | * | * | - | * | 0.5 |
| Transition, community living skills trainers | * | * | 0.1 | 0.1 | * | * | * | * | * | * | * | - | * | 0.2 |
| Vocational specialists | * | * | 0.2 | 0.2 | * | * | * | * | * | * | * | - | * | 0.3 |
| Remedial academics teachers | * | * | 0.0 | 0.7 | * | * | * | * | * | * | * | - | * | 0.5 |
| Physical education, recreation teacher | * | * | 1.0 | 0.9 | * | * | * | * | * | * | * | - | * | 0.9 |
| Music and art teachers | * | * | 0.2 | 0.5 | * | * | * | * | * | * | * | - | * | 0.4 |
| Librarians and media specialists | * | * | 0.1 | 0.3 | * | * | * | * | * | * | * | - | * | 0.2 |
| Physicians, dentists | * | * | 0.4 | 0.1 | * | * | * | * | * | * | * | - | * | 0.2 |
| Medical and dental nurses, technicians | * | * | 5.0 | 1.0 | * | * | * | * | * | * | * | - | * | 2.2 |
| Low vision specialists, mobility trainers | * | * | 0.1 | 0.0 | * | * | * | * | * | * | * | - | * | 0.1 |
| Hearing specialists, audiologists | * | * | 0.1 | <0.1 | * | * | * | * | * | * | * | - | * | 0.1 |
| Other support related services staff | * | * | 0.3 | 0.2 | * | * | * | * | * | * | * | - | * | 0.4 |
| Total Support | * | * | 10.9 | 9.4 | * | * | * | * | * | * | * | - | * | 9.8 |
| OPERATIONS AND TRANSPORTATION (Custodial, maintenance, food service, transport, etc.) | * | * | 4.8 | 4.4 | * | * | * | * | * | * | * | - | * | 4.9 |
| DIRECT RESIDENTIAL CARE STAFF (hours per week per residential students only) | * | * | 21.6 | 21.4 | * | * | * | * | * | * | * | - | * | 20.0 |
| VOLUNTEERS | * | * | 0.6 | 0.2 | * | * | * | * | * | * | * | - | * | 0.3 |

Notes:

Data for this table were reported by 234 of 626 facilities in the residential facility sample.

Dashes indicate cells with one or fewer responding facilities.

[a] Includes hours committed to all administrative roles including principals, directors, assistants, noninstructional department and unit heads, accountants, admissions personnel, secretaries, etc.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

than in day schools (4.7 and 3.9 hours, respectively). There were also higher average number of hours per student of classroom teachers without special education certification (1.7 and .9 hours, respectively). Instructional aides were used somewhat less frequently in residential schools than in day schools (3.5 hours versus 4.5 hours per student per week). Overall, professional and paraprofessional instructional personnel in residential schools averaged 11.0 hours per student per week as compared with 9.6 hours in the day schools.

Among support personnel, medical/health care personnel (physicians, dentists, nurses, medical technicians) averaged 2.4 hours per student per week. There were particularly high rates among residential facilities primarily serving students with severe or profound mental retardation, which for the majority of students were State institutions. Counselors and social workers were available on average 2.5 hours per student per week. Physical education and recreation teachers averaged .9 hours per student per week.

Residential direct care staff hours per student per week were also reported by residential facilities. Direct care staff were defined as those personnel within the residential facility who provided care and supervision to students outside school hours. There were an average of 20 direct care staff hours per week per student in the residential schools.

## C. STAFF TURNOVER

Table V.5 reports estimates of the rate of staff turnover in day and residential schools according to public/private operation and primary disability of the students served.

Table V.5

Average Annual Turnover of Staff at Separate Day and Residential Schools
by Primary Disability Served at Facility and Public Versus Private Operating Agency

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Staff Positions | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
| DAY SCHOOLS | | | | | | | | | | | | | | |
| Public Facilities | | | | | | | | | | | | | | |
| Instructional and Classroom Staff | * | 8.2 | 6.5 | 13.4 | * | - | * | * | * | * | 8.2 | - | * | 9.8 |
| Private Facilities | | | | | | | | | | | | | | |
| Instructional and Classroom Staff | * | * | * | 29.2 | * | * | * | - | * | * | * | - | * | 21.6 |
| RESIDENTIAL SCHOOLS | | | | | | | | | | | | | | |
| Public Facilities | | | | | | | | | | | | | | |
| Direct Care Residential Staff | - | * | * | * | * | * | * | - | * | - | * | - | - | 24.2 |
| Instructional and Classroom Staff | - | * | * | * | * | * | * | - | * | - | * | - | - | 16.3 |
| Private Facilities | | | | | | | | | | | | | | |
| Direct Care Residential Staff | * | * | * | 34.1 | * | * | * | * | * | * | 41.3 | * | * | 35.3 |
| Instructional & Classroom Staff | * | * | * | 19.8 | * | * | * | * | * | * | 19.3 | * | * | 19.3 |

Notes.

Turnover was defined as the number of staff positions of a specific type (instructional/classroom or direct care) for which new employees were hired to replace departing employees during the previous year divided by the facility's total number of positions of that specific type.

Data for this table were reported by 565 of 1,315 facilities in the day school sample and 237 of 626 facilities in the residential school sample.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

1. Day Schools

In general, staff turnover in public facilities was lower than in private facilities by about half. Among private facilities serving students with varying handicapping conditions, instructional staff turnover was about 22 percent. At public day schools, instructional staff turnover averaged about 10 percent and varied more depending upon the disability group served, with facilities serving severely and profoundly mentally retarded students with particularly low instructional staff turnover and facilities for emotionally disturbed students with particularly high turnover, compared to the average for day facilities.

2. Residential Schools

Instructional staff turnover in public residential facilities was somewhat higher on average than in public day schools (16 and 10 percent, respectively). On the other hand, at private schools the turnover was virtually identical between day and residential facilities (22 and 19 percent, respectively). There was less difference in turnover rates between public and private residential facilities than among day schools.

Residential staff turnover was substantially higher than instructional staff turnover. Public facilities experienced less residential staff turnover than did private residential facilities (24 and 35 percent, respectively).

## D. AVERAGE HOURS OF INSERVICE TRAINING

Table V.6 presents estimates of the average annual hours of inservice training for each full-time equivalent instructional, support and direct care staff member in day and residential facilities. Averages are presented for both public and private facilities.

Table V.6

Inservice Training for Staff of Separate Day and Residential Schools
by Primary Disability Served at Facility and Public Versus Private Operating Agency
(Average Hours Per Full-Time Equivalent Staff Member in 1987)

| Type of Staff Positions | Primary Disability Served by the Facility<br>Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DAY SCHOOLS | | | | | | | | | | | | | | |
| Public Facilities | | | | | | | | | | | | | | |
| Instructional & Classroom Staff | * | 20.2 | 25.2 | 27.3 | * | | * | * | * | * | 24.3 | | * | 23.9 |
| Support & Related Services Staff | * | 17.8 | 21.6 | 19.3 | * | | * | * | * | * | 21.9 | | * | 19.8 |
| Private Facilities | | | | | | | | | | | | | | |
| Instructional & Classroom Staff | * | * | * | 32.4 | * | * | * | | * | * | * | | * | 30.4 |
| Support & Related Services Staff | * | * | * | 26.6 | * | * | * | | * | * | * | | * | 23.9 |
| RESIDENTIAL FACILITIES | | | | | | | | | | | | | | |
| Public Facilities | | | | | | | | | | | | | | |
| Direct Care Residential Staff | | * | * | 19.7 | * | * | * | | * | | * | | | 29.5 |
| Instructional & Classroom Staff | | * | * | 35.0 | * | * | * | | | | * | | | 32.3 |
| Support & Related Services Staff | | * | * | 12.7 | * | * | * | | * | | * | | | 20.4 |
| Private Facilities | | | | | | | | | | | | | | |
| Direct Care Residential Staff | * | * | * | 39.2 | * | * | * | * | * | * | * | * | * | 36.2 |
| Instructional & Classroom Staff | * | * | * | 35.7 | * | * | * | * | * | * | * | * | * | 32.0 |
| Support & Related Services Staff | * | * | * | 27.8 | * | * | * | * | * | * | * | | * | 24.0 |

Notes

Data for this table were reported by 550 of 1,315 facilities in the day school sample and 231 of 626 facilities in the residential facility sample.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

1. Day Schools

The amount of inservice training provided to instructional staff at day schools was equivalent to about three to four days per year, with little variation across facilities based on disability group served. Support and related services staff received somewhat fewer hours (4 to 6 hours less) of inservice training than did instructional staff at day facilities. In general, private day schools offered more hours of inservice per staff member, whether instructional or support staff, than public day schools, averaging about one-half day more per year.

2. Residential Schools

Public and private residential facilities offer about the same number of hours of inservice training per staff member per year (32 hours). This is several hours more than the average for day facilities (8 hours more than public day schools although only 2 hours more than private day schools) and may reflect longer school years and summer sessions during which instructional staff are provided opportunities for professional development. Support and related services staff at residential schools are provided between 20 and 24 hours of training per year (public and private facilities, respectively), virtually identical with the averages for the same type of staff at day schools. Direct care residential staff were also reported to receive substantial amounts of inservice training, averaging 29.5 and 36 hours per year for public and private facilities respectively.

It is noteworthy that separate facilities primarily serving students with emotional disturbance, public or private and day or residential, provide more inservice training to all types of staff than the average. Anecdotal evidence suggests that the types and severity of behavior problems and the need to provide staff with appropriate and safe behavior management techniques may be associated with the provision of additional hours of staff training and development.

## E. PERSONNEL PROBLEMS

Tables V.7 and V.8 present the percentages of school administrators surveyed indicating very serious problems in five important areas related to the personnel providing instructional or related services to students in separate facilities. Separate estimates are provided from the reports for day schools (Table V.7) and residential schools (Table V.8).

### 1. Day Schools

Among public day schools, about one-third of administrators agreed that obtaining the services of qualified, experienced staff was a very serious problem. This was true for both instructional and related services staff. However, very few day school administrators reported that staff turnover was creating difficulties for the facility. There were some patterns in response across public facilities serving various disability groups reflecting their different staff requirements. For example, public day programs primarily serving students with emotional disturbance reported less problems recruiting related service staff than the average, while programs primarily serving students with severe and profound mental retardation not only had more problems with obtaining the services of related services personnel (perhaps associated with the need to share such staff on a rotating basis with other programs and facilities in the local district), but also in competing with

Table V.7

Perception of Personnel Problems at Day Schools
by Primary Disability Served at Facility and Public Versus Private Operating Agency
(Percent of Schools Reporting Problem as Very Serious)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Administrative Problem Areas | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | | | | | | | | | | | | | | |
| Recruiting professional staff with the necessary certification in special education or related services | * | 29.2 | 31.1 | 34.0 | * | - | * | * | * | * | 29.2 | - | * | 31.2 |
| Recruiting professional staff with the necessary expertise for your particular program | * | 32.0 | 49.9 | 38.2 | * | - | * | * | * | * | 46.6 | - | * | 38.9 |
| Turnover of instructional and classroom | * | 9.3 | 9.8 | 8.5 | * | - | * | * | * | * | 14.0 | - | * | 8.5 |
| Competing with the pay scales and fringe benefits of alternative employers | * | 25.8 | 35.4 | 27.8 | * | - | * | * | * | * | 43.5 | - | * | 30.3 |
| Obtaining/coordinating services of qualified related services providers | * | 25.4 | 41.2 | 20.9 | * | - | * | * | * | * | 55.0 | - | * | 32.2 |
| PRIVATE | | | | | | | | | | | | | | |
| Recruiting professional staff with the necessary certification in special education or related services | 25.8 | 35.0 | 55.2 | 52.3 | * | * | 55.7 | * | * | * | 40.5 | - | * | 43.6 |
| Recruiting professional staff with the necessary expertise for your particular program | 29.5 | 33.8 | 58.6 | 55.6 | * | * | * | * | * | * | 37.6 | - | * | 44.6 |
| Turnover of instructional and classroom staff | * | 21.9 | * | 16.3 | * | * | * | * | * | * | 16.9 | - | * | 15.6 |
| Competing with the pay scales and fringe benefits of alternative employers | 69.2 | 56.4 | 79.0 | 63.7 | * | * | * | * | * | * | 47.7 | - | * | 61.9 |
| Obtaining/coordinating services of qualified related services providers | * | 27.0 | 22.6 | 14.5 | * | * | * | * | * | * | 33.1 | - | * | 19.9 |

Notes.
Data for this table were reported by 1,302 of 1,315 facilities in the day school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Table V.8

Perception of Personnel Problems at Residential Schools
by Primary Disability Served at Facility and Public Versus Private Operating Agency
(Percent of Schools Reporting Problem as Very Serious)

| Administrative Problem Areas | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical[1] | Total |
| **PUBLIC** | | | | | | | | | | | | | | |
| Recruiting professional staff with the necessary certification in special education or related services | - | * | 36.6 | 35.8 | * | * | * | - | * | - | * | - | - | 34.8 |
| Recruiting professional staff with the necessary expertise for your particular program | - | * | 46.2 | 41.2 | * | * | * | | * | | * | - | - | 43.6 |
| Turnover of residential care staff, if any | - | * | 32.8 | 32.5 | * | * | * | | * | - | * | - | - | 29.1 |
| Turnover of instructional and classroom staff | - | * | 8.8 | * | * | * | * | - | * | - | * | - | - | 9.8 |
| Competing with the pay scales and fringe benefits of alternative employers | - | * | 33.0 | 42.4 | * | * | * | - | * | - | * | - | - | 34.0 |
| Obtaining/coordinating services of qualified related services providers | | * | 18.5 | * | * | * | * | - | * | - | * | | - | 19.7 |
| **PRIVATE** | | | | | | | | | | | | | | |
| Recruiting professional staff with the necessary certification in special education or related services | * | * | 38.2 | 26.2 | * | * | * | * | * | * | * | * | * | 29.7 |
| Recruiting professional staff with the necessary expertise for your particular program | * | * | 35.0 | 32.2 | * | * | * | * | * | * | * | * | * | 33.2 |
| Turnover of residential care staff, if any | * | * | 56.6 | 38.3 | * | * | * | * | * | * | * | * | * | 41.2 |
| Turnover of instructional and classroom staff | * | * | 18.3 | 11.2 | * | * | * | * | * | * | * | * | * | 12.3 |
| Competing with the pay scales and fringe benefits of alternative employers | * | * | 61.9 | 48.6 | * | * | * | * | * | * | * | * | * | 51.2 |
| Obtaining/coordinating services of qualified related services providers | * | * | 36.7 | 10.6 | * | * | * | * | * | * | * | * | * | 14.7 |

Notes.
Data for this table were reported by 621 of 626 facilities in the residential school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE. Survey of Separate Facilities, conducted in 1988 as part of this study.

other employers (such as State-operated residential programs) for staff with the appropriate expertise.

In all areas except the recruitment of related services staff, more private than public day facilities were reported by their administrators to be facing serious staffing problems. Private school administrators of day programs were particularly likely (over 60 percent) to mention competition in pay rates and fringe benefits with other employers as a factor in their staffing problems.

2. Residential Schools

Overall, public residential facilities reported serious staffing problems more frequently than public day programs, while private residential schools reported fewer such problems than their day school counterparts. One-third or more of public residential facility administrators reporting problems recruiting staff with credentials and expertise and in competing with alternative employers for these staff. However, problems obtaining related services personnel were only serious for about one-fifth of public residential facilities, more than 12 percentage points fewer than for public day programs.

Private residential facility administrators were more varied in their reports of serious staffing problems. About 30 percent reported very serious problems recruiting special education or otherwise certified staff and staff with the necessary expertise, while just over half reported problems competing with other employers' pay and benefits in recruiting and retaining staff. Like their day school counterparts, private residential facility administrators did not frequently report problems recruiting related services personnel.

Serious problems with instructional staff turnover among both day and residential facilities was infrequently reported (by between 8 and 10 percent of public facilities and 12 and 16 percent of private facilities). Presumably the more frequent perception of instructional staff turnover as an important administrative problem is related to the higher actual rates of staff turnover reported by private day and residential schools. The ability of private school administrations to respond to that problem is undoubtedly complicated by reports by more than half of these schools that competing with the pay and benefits of alternative employers was a very serious problem. In addition, relatively large proportions of both public and private residential facilities (29 and 41 percent, respectively) reported serious problems with turnover of residential care staff.

## F. STAFF AND PROGRAM REVIEWS

Table V.9 presents summaries of the frequencies with which various types of staff and program reviews were conducted by and of separate schools. Annual average frequencies are presented for day and residential schools by the primary disabling conditions reported for the students attending them. In general, most types of staff and program reviews were reported to have similar frequencies in day and residential schools. Day schools reported somewhat higher frequency of formal staff performance reviews (an average of 2.4 per year) than did residential schools (1.6), but there was considerably more variability within day schools serving different types of handicapping conditions than between day schools and residential schools in general.

Both day and residential schools reported a similar average number of reviews of facility goals and objectives each year (2.3). These general

Table V.9

Frequency of Staff and Program Reviews at Separate Day and Residential Schools
(Number of Times per Year)

| Program Aspect | | Primary Disability Served by the Facility: Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DAY SCHOOLS | | | | | | | | | | | | | | | |
| Staff performance reviews | M | 3.9 | 2.6 | 2.6 | 2.1 | * | * | * | * | | * | 1.6 | — | 1.9 | 2.4 |
| | SD | 8.3 | 6.9 | 6.1 | 3.1 | * | * | * | * | | * | .9 | — | 2.0 | 5.1 |
| Review of facility goals and objectives | M | 2.2 | 2.1 | 2.7 | 2.1 | * | * | * | * | — | * | 1.8 | — | 1.5 | 2.3 |
| | SD | 2.6 | 2.5 | 3.3 | 2.3 | * | * | * | * | * | * | 2.4 | — | .8 | 2.9 |
| Evaluation of degree facility's programs are in line with individuals' programs and objectives | M | 2.8 | 1.8 | 2.6 | 2.2 | * | * | * | * | — | * | 2.0 | — | 2.1 | 2.1 |
| | SD | 3.3 | 2.2 | 3.0 | 1.9 | * | * | * | * | * | * | 2.7 | — | 2.7 | 2.5 |
| Reports on facility operations to monitoring or certifying organizations | M | 2.0 | 1.6 | 3.0 | 2.1 | * | * | * | * | * | * | 1.6 | — | 1.9 | 2.0 |
| | SD | 2.8 | 2.0 | 3.6 | 2.7 | * | * | * | * | * | * | 2.2 | — | 2.5 | 2.7 |
| RESIDENTIAL SCHOOLS | | | | | | | | | | | | | | | |
| Staff performance reviews | M | * | * | 1.5 | 1.7 | * | * | * | * | * | * | * | * | * | 1.6 |
| | SD | * | * | 1.2 | 1.7 | * | * | * | * | * | * | * | * | * | 1.4 |
| Review of facility goals and objectives | M | * | * | 2.8 | 2.1 | * | * | * | * | * | * | * | * | * | 2.3 |
| | SD | * | * | 3.1 | 2.1 | * | * | * | * | * | * | * | * | * | 2.6 |
| Evaluation of degree facility's programs are in line with individuals' programs and objectives | M | * | * | 2.7 | 2.6 | * | * | * | * | * | * | * | — | * | 2.6 |
| | SD | * | * | 2.6 | 3.2 | * | * | * | * | * | * | * | * | * | 3.0 |
| Reports on facility operations to monitoring or certifying organizations | M | * | * | 2.5 | 2.3 | * | * | * | * | * | * | * | * | * | 2.4 |
| | SD | * | * | 2.2 | 2.5 | * | * | * | * | * | * | * | * | * | 2.5 |

Notes:
Data for this table were reported by 574 of 1,315 facilities (unweighted) in the day school sample and 270 of 626 facilities (unweighted) in the residential school sample.
M = mean, SD = standard deviation.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

facility reviews were conducted at about the same frequency and presumably in many instances in the same process as evaluations of the degree of which the schools' programs are in line with individuals' programs and educational objectives (an average of 2.1 in day schools and 2.6 in residential schools). Both day schools and residential schools reported similar average numbers of visits per year by representatives of outside monitoring or certifying agencies (2.0 and 2.4, respectively). The somewhat higher, average number of visits among the residential schools may reflect additional monitoring required for the residential components of some of these schools, although in many instances monitoring of residential unit was a process separate from the monitoring of the education program.

## G. COSTS AND FEES

### 1. Day Schools by Primary Disability Served

Table V.10 presents basic operating budget and cost statistics on separate day schools by the primary disability group served by the schools. On average, day schools have operating budgets of over $1 million dollars with about 15 percent of the schools with operating budgets over $3 million dollars. The per pupil average daily cost of the educational services provided by separate day schools in Fiscal Year 1987 was $41.18. That represents roughly $7,500 per pupil for a nine-month school year.

### 2. Residential Schools by Primary Disability Served

Table V.11 presents basic operating budget and cost statistics on residential facilities by the primary disability group they served. On

Table V.10

Costs Reported by Separate Day Schools by Primary Disability Served

|  | Primary Disability Served by the Facility (Estimated Students 0-21 Years) |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Learning Disability (21,500) | Mild/Moderate Mental Retardation (50,803) | Severe/Profound Mental Retardation (44,847) | Emotional Disturbance (44,345) | Hearing Impairment (3,344) | Visual Impairment (*) | Orthopedic or Physical Impairment (11,888) | Health Impairment (1,789) | Autism (2,938) | Speech or Language Impairment (6,906) | Multiple Handicap (31,417) | Deaf-Blind (0) | Non Categorical (8,545) | All Facilities (228,716) |
| Annual Operating Budget |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mean ($1,000s) | 861 | 1,312 | 1,346 | 973 | * | * | * | * | * | * | 951 | - | * | 1,042 |
| SD | 1,742 | 3,049 | 2,422 | 2,195 | * | * | * | * | * | * | 1,169 | - | * | 2,110 |
| Educational costs included in operating budget |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All costs | 98.9% | 96.3 | 96.8 | 92.4 | * | * | * | * | * | * | 97.2 | - | * | 95.7 |
| Not all | 1.1 | 3.7 | 3.2 | 7.6 | * | * | * | * | * | * | 2.8 | - | * | 4.4 |
| Cost per student per day |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Educational services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mean | $33.13 | 36.50 | 37.25 | 49.20 | * | * | * | * | * | * | 44.13 | - | * | 41.18 |
| SD | 19.56 | 29.05 | 26.31 | 24.34 | * | * | * | * | * | * | 27.10 | - | * | 26.71 |

Notes.
Because operating budgets may include students 22 or older, this dollar value cannot be divided by total students under the age of 22 to determine per student values.
Costs were converted from annual values to per day costs by dividing by the number of days the facility was open each year. Many day schools only operated 9 months per year. Day programs were assumed to operate 5 days per week.
Data on operating budget was reported by 912 of 1,315 facilities in the day school sample; data on cost per student per day were reported by 782 of 1,315 facilities in the day school sample.
SD = standard deviation.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

## Table V.11

### Costs Reported by Separate Residential Schools by Primary Disability Served

| | Primary Disability Served by the Facility (Estimated Students 0-21 Years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability (3,097) | Mild/Moderate Mental Retardation (5,334) | Severe/Profound Mental Retardation (12,631) | Emotional Disturbance (52,339) | Hearing Impairment (10,986) | Visual Impairment (2,649) | Orthopedic or Physical Impairment (941) | Health Impairment * | Autism * | Speech or Language Impairment * | Multiple Handicap (5,559) | Deaf-Blind * | Non Categorical * | All Facilities (95,335) |
| Annual Operating Budget | | | | | | | | | | | | | | |
| Mean ($1,000) | * | * | 9,035 | 2,697 | * | * | * | * | * | * | * | - | * | 4,605 |
| SD | * | * | 13,789 | 6,544 | * | * | * | * | * | * | * | - | * | 8,769 |
| Educational costs included in operating budget | | | | | | | | | | | | | | |
| All costs | * | * | 67.5 | 72.0 | * | * | * | * | * | * | * | - | * | 74.1 |
| Not all | * | * | 32.5 | 28.0 | * | * | * | * | * | * | * | - | * | 25.9 |
| Cost per student per day | | | | | | | | | | | | | | |
| Educational services | | | | | | | | | | | | | | |
| Mean | * | * | 47.42 | 56.60 | * | * | * | * | * | * | * | - | * | 55.65 |
| SD | * | * | 34.57 | 35.66 | * | * | * | * | * | * | * | - | * | 35.74 |
| Residential Services | | | | | | | | | | | | | | |
| Mean | * | * | 103.37 | 90.35 | * | * | * | * | * | * | * | - | * | 86.11 |
| SD | * | * | 59.44 | 48.75 | * | * | * | * | * | * | * | - | * | 52.66 |
| Total | | | | | | | | | | | | | | |
| Mean | * | * | 143.04 | 138.87 | * | * | * | * | * | * | * | - | * | 132.84 |
| SD | * | * | 64.93 | 55.03 | * | * | * | * | * | * | * | - | * | 59.52 |

Notes.

Because operating budgets may include students or residents 22 or older, this dollar value cannot be divided by total residents under the age of 22 to determine per student values. Costs were converted from annual values to per day costs by dividing by the number of days the facility was open each year. Residential programs were assumed to operate 7 days per week.

Data on operating budget were provided by 469 of 626 facilities in the residential facility sample; data on cost per student per day for educational and residential services were reported by 367 and 379 (respectively) of 626 facilities in the residential facility sample.

Total cost per day does not equal exactly the sum of educational costs plus residential costs because of slightly different response rates for items reporting educational and residential costs.

SD = standard deviation.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

average, the residential schools had operating budgets of $4.6 million per year. However, these reports are limited in their interpretability. Some residential facility budgets included residential services for persons who were not students, particularly adults, and this could greatly exaggerate estimated expenditures for school age residents. In other facilities budgets reported included only the education program which may have excluded significant components of the total costs of services to an individual. In about 13 percent of the residential schools educational costs are not included in the operating budget reported, usually because staff from an outside educational agency (generally the local education agency for the area in which a residential institution was located) came on-campus to provide the educational program. In another 13 percent of the residential facilities only some of the facility's educational and related services costs were subsumed under the operating budget.

Better indicators of total and comparative costs were the reported average annual per student costs of educational services and average per resident costs of residential services provided in the facilities. The average per student educational costs in residential schools was $55.65. This was an average of about 35 percent or $14.50 per day more than the educational programs in day schools. This can be attributed largely to the more severely impaired populations of the residential settings which in turn are directly related to the higher staffing intensities, both findings already discussed elsewhere in the report. The residential components of the residential school costs were on average substantially greater than the educational program costs ($86.11).

Residential schools with relatively high residential and educational costs were schools primarily for students with severe or profound mental retardation ($143).

### 3. Day Schools by Operating Agency

Table V.12 presents operating budget and cost statistics on separate day schools by the type of operating agency. In general, it shows comparable average operating budgets for public and private day schools ($1.13 million and $.95 million, respectively), but considerable variability was noted within the public and private categories. The operating budgets of 96 percent of the separate day schools were reported to include all educational costs. The remaining 4 percent of schools reported that some costs in delivering their educational programs were provided through the budgets of other agencies. Publicly operated programs, particularly those provided through regional or consortium arrangements (18.5 percent), were most likely to have other agencies providing part of their program costs. Presumably most of this additional funding came from the local districts participating in or sending students to these multi-district programs.

The estimated average per student daily costs of all day schools was $41.18 per day. The lowest average costs were reported by local education agencies and regional or intermediate education agencies (both about $35). Overall, the cost per day per student of the publicly operated day schools, 64 percent of which were local education agency operated, was $35 per student per day; the average for private day schools, 91 percent of which were private nonprofit agency operated, was $48 per student per day.

Table V.12

Cost Data for Separate Day Schools by Operating Agency

| | Type of Agency Operating the Facility (Estimated Students 0-21 Years) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | PUBLIC | | | | | PRIVATE | | | | | |
| | State Education Agency (4,514) | Local Education Agency (100,161) | Regional Agency, Consortium, IEU (45,690) | Other Public Agency (9,216) | All Public (159,581) | Individual, Partnership, Family Operated (1,029) | For Profit Corporation (4,777) | Religious Organization (2,624) | Non Profit Corporation (60,706) | All Private (69,135) | All Facilities (228,716) |
| Annual Operating Budget | | | | | | | | | | | |
| Mean ($1,000s) | * | 1,085 | 1,334 | * | 1,128 | * | * | * | 947 | 953 | 1,042 |
| SD | * | 2,072 | 3,030 | * | 2,438 | * | * | * | 1,658 | 1,703 | 2,110 |
| Educational costs included in operating budget | | | | | | | | | | | |
| All costs | * | 98.9 | 81.5 | * | 93.6 | * | * | * | 98.2 | 98.5 | 95.7 |
| Not all | * | 1.1 | 18.5 | * | 6.5 | * | | * | 1.7 | 1.5 | 4.3 |
| Cost per student per day | | | | | | | | | | | |
| Mean | * | 34.61 | 35.17 | * | 35.12 | * | * | * | 48.92 | 47.89 | 41.18 |
| SD | * | 20.56 | 22.28 | * | 21.45 | * | * | * | 30.74 | 30.16 | 26.71 |

Notes.

Because operating budgets may include students 22 or older, this dollar value cannot be divided by total students under the age of 22 to determine per student values.

Costs were converted from annual values to per day costs by dividing by the number of days the facility was open each year. Many day schools only operated 9 months per year. Day programs were assumed to operate 5 days per week.

Data on operating budget was reported by 912 of 1,315 facilities in the day school sample; data on cost per student per day were reported by 782 of 1,315 facilities in the day school sample.

SD = standard deviation.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

### 4. Residential Schools by Operating Agencies

Table V.13 presents operating budget and cost statistics on residential schools by their type of operation. In general, it shows considerably higher average annual operating budgets for public than for private residential schools ($11.5 million and $5.9 million, respectively). As was noted in the discussion of Table V.11, there are limitations in the interpretation of these statistics. The fact that 26 percent of residential facilities reported that not all educational costs are subsumed under their operating budget (i.e., some of the educational costs were provided through the budgets of other agencies) is evidence. The average annual per student costs specifically for educational and residential services appear to be better indicators of program costs. The average per student per day cost of educational programs in residential schools was $56 per day. Costs of educational programs in public and private residential schools were generally comparable ($54 and $56 per student per day, respectively).

The residential components of the residential schools tended to be considerably more costly among the publicly operated facilities than among the private facilities ($103 and $78, respectively), but the degree of difference was similar to those found in the residential services industry in general (Lakin, Hill, and Bruininks, 1985). These differences were likely related both to the higher cost of personnel who are public employees, and often unionized, and the somewhat higher intensities of staffing needed in public residential programs because of populations that tend to be more severely

Table V.13

Cost Data for Separate Residential Schools by Operating Agency

| | Type of Agency Operating the Facility (Estimated Students 0-21 Years) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | PUBLIC | | | | | PRIVATE | | | | |
| | State Education Agency (7,145) | Local Education Agency (5,386) | Regional Agency, Consortium, IEU (1,701) | Other Public Agency (22,544) | All Public (36,776) | For Profit Corporation (12,465) | Religious Organi-zation (3,251) | Non Profit Corporation (42,841) | All Private (58,559) | All Facilities (95,335) |
| Annual Operating Budget | | | | | | | | | | |
| Mean ($1,000s) | * | * | * | 8,739 | 7,560 | * | * | 2,946 | 2,819 | 4,605 |
| SD | * | * | * | 11,922 | 11,520 | * | * | 6,264 | 5,907 | 8,769 |
| Educational costs included in operating budget | | | | | | | | | | |
| All costs | * | * | * | 76.5 | 77.3 | * | * | 72.6 | 72.4 | 74.1 |
| Not all | * | * | * | 23.5 | 22.7 | * | * | 27.5 | 27.7 | 25.9 |
| Cost per student per day | | | | | | | | | | |
| Educational services | | | | | | | | | | |
| Mean | * | * | * | 54.36 | 54.15 | * | * | 58.56 | 56.30 | 55.65 |
| SD | * | * | * | 41.70 | 38.74 | * | * | 34.61 | 34.37 | 33.74 |
| Residential Services | | | | | | | | | | |
| Mean | * | * | * | 110.42 | 103.18 | * | * | 78.48 | 77.77 | 86.11 |
| SD | * | * | * | 60.64 | 66.17 | * | * | 42.48 | 42.24 | 52.66 |
| Total Mean | * | * | * | 148.09 | 139.65 | * | * | 132.82 | 129.75 | 132.84 |
| SD | * | * | * | 68.41 | 70.83 | * | * | 54.52 | 53.41 | 59.52 |

Notes.
Because operating budgets may include students or residents 22 or older, this dollar value cannot be divided by total residents under the age of 22 to determine per student values. Costs were converted from annual values to per day costs by dividing by the number of days the facility was open each year. Residential programs were assumed to operate 7 days per week.
Data on operating budget were provided by 469 of 626 facilities in the residential facility sample; data on cost per student per day for educational and residential services were reported by 367 and 379 (respectively) of 626 facilities in the residential facility sample.
Total cost per day does not equal exactly the sum of educational costs plus residential costs because of slightly different response rates for items reporting educational and residential costs.
SD = standard deviation.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

handicapped with greater related needs for personal care and ongoing supervision.

5. Services Included in Educational Costs by Disability

Table V.14 presents the proportion of schools primarily serving students from different disability classifications which included various service and administrative costs in the average per pupil educational costs reported and shown in Tables V.11 and V.13. (All schools included costs of instructional personnel.) It is important to emphasize that the percentages shown in Table V.14 refer to the percentage of schools where reported costs included the services and cost centers shown. These statistics do not refer to the percentages of schools offering these services, although there may be a modest association.

Among all day schools about 97 percent of schools included the costs of instructional supplies and equipment in their reported costs, with no significant variation by type of handicapping conditions served by the facility. Medical and nursing costs, on the other hand, were much less likely to be included in the general educational program costs (38 percent of schools), with greater variation among the different types of facilities.

In general, the components of costs reported for educational programs in residential schools appeared comparable with those in day schools. Where differences are noted they generally show inclusion of more costs by day schools than by residential schools. Presumably this derives from the ability of the education programs in the residential settings to draw on the resources of the larger institution. To exemplify, the two services for which there is the greatest difference in inclusion between day and residential schools were

Table V.14

## Services Included in Educational Cost Reports of Separate Day And Residential Schools by Primary handicap Served
(Percent of Schools)

| | Primary Disability Served by the Facility (Estimated Students 0-21 Years) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
| **DAY SCHOOLS** | (21,500) | (50,803) | (44,847) | (44,345) | (3,344) | (*) | (11,888) | (1,789) | (2,938) | (6,906) | (31,417) | (0) | (8,545) | (228,716) |
| Instructional supplies/ equipment | 98.4 | 93.2 | 98.1 | 98.1 | * | * | * | * | * | * | 97.2 | - | * | 96.8 |
| Medical or nursing care | 17.0 | 43.8 | 51.6 | 32.5 | * | * | 42.5 | * | * | * | 40.5 | - | 57.6 | 38.5 |
| Related services | 74.8 | 80.4 | 93.1 | 86.8 | * | * | * | * | * | 70.2 | 93.8 | - | * | 84.9 |
| Food service | 25.1 | 49.2 | 62.6 | 61.9 | * | * | 68.5 | * | * | 28.8 | 32.2 | - | 54.9 | 48.9 |
| Transportation | 30.7 | 65.4 | 72.1 | 65.7 | * | * | 49.5 | * | * | 39.5 | 48.9 | - | 56.9 | 59.4 |
| Administration | 91.6 | 85.0 | 94.2 | 91.4 | * | * | * | * | * | 59.6 | 92.8 | - | * | 90.4 |
| Operations & maintenance | 87.2 | 82.1 | 90.0 | 84.7 | * | * | * | * | * | * | 93.1 | - | * | 88.0 |
| Building modifications | 61.3 | 53.8 | 67.4 | 61.4 | * | * | 55.6 | * | * | 38.8 | 70.0 | - | 65.6 | 60.0 |
| Other | 6.3 | 10.2 | 4.6 | 7.2 | * | * | * | * | * | 26.4 | 5.6 | - | * | 8.1 |
| **RESIDENTIAL SCHOOLS** | (3,097) | (5,334) | (12,631) | (52,339) | (10,986) | (2,649) | (941) | (*) | (*) | (*) | (5,559) | (*) | (*) | (95,335) |
| Instructional supplies/ equipment | * | * | 97.5 | 98.8 | * | * | * | * | * | * | * | * | * | 98.0 |
| Medical or nursing care | * | 29.7 | 37.5 | 26.7 | * | * | * | * | * | * | 66.5 | * | * | 37.6 |
| Related services | * | * | 74.6 | 76.2 | * | * | * | * | * | * | 75.3 | * | * | 77.7 |
| Food service | * | 34.0 | 40.6 | 46.1 | * | * | * | * | * | * | 69.7 | * | * | 49.6 |
| Transportation | * | 63.0 | 45.1 | 48.6 | * | * | * | * | * | * | 51.9 | * | * | 49.5 |
| Administration | * | 52.3 | 73.8 | 82.6 | * | * | * | * | * | * | * | * | * | 80.9 |
| Operations & maintenance | * | * | 62.3 | 62.1 | * | * | * | * | * | * | 63.4 | * | * | 66.8 |
| Building modifications | * | 71.9 | 29.3 | 45.7 | 49.0 | * | * | * | * | * | 45.3 | * | * | 45.2 |
| Other | * | 0.0 | 8.3 | 10.8 | * | * | * | * | * | * | * | * | * | 9.5 |

Notes.
Data for this table were provided by 564 of 1,315 facilities in the day school sample and 248 of 626 facilities in the residential school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

operations and maintenance, included by 88 percent of day schools and 67 percent of residential schools, and building modifications, included by 60 percent of day schools and 45 percent of residential schools. Overall, averages for the services included in the costs of educational programs in residential facilities were, of course, dominated by schools for students with emotional disturbance, and schools for students with severe or profound mental retardation, who represent about 68 percent of all students in residential schools. These two types of facilities reported similar patterns in the inclusion of various service and administrative costs.

### 6. Services Included in Educational Costs by Operation

The previous four tables presented average annual costs per student of the educational programs in day and residential schools serving children and youth (0 through 21 years) with handicapping conditions. Table V.15 shows differences among schools operated by various agencies in the cost centers included in the average per student cost statistics. (All facilities included the costs of teachers and aides in the reported costs of their educational programs.) In general, Table V.15 shows generally similar budget components in the cost statistics provided for public and private day schools. Public day schools were somewhat more likely than private schools to have five particular services included in their average per student costs: medical and nursing care (41 percent and 36 percent, respectively for public and private day schools), related services personnel and supplies (89 percent and 79 percent), food services (57 percent and 37 percent), transportation (67 percent and 49 percent), and operations and maintenance (64 percent and 54 percent). It is important to note that, while there is probably a relationship between the provision of the services listed and the inclusion of the costs of those services in the reported costs of the programs, Table V.15 focuses only on the latter. In other words, it is not necessarily the case that fewer students of private day schools receive medical or nursing care, related services, or transportation services than in public day schools, although the costs of these services were less often included in the cost statistics reported.

With respect to the reported annual per student costs of the educational programs in residential facilities there was a distinct trend for private residential schools to subsume a wider range of costs into their average per student educational costs than did public residential facilities. These included: medical and nursing care (43 percent and 27 percent, respectively for public and private residential facilities), food services (60 percent and 30 percent), transportation (53 percent and 44 percent), administration (86 percent and 71 percent), operations and maintenance (75 percent and 50 percent), and building modifications (53 percent and 30 percent). Presumably an important distinction in this regard is that the educational programs in public residential facilities typically represent educational programs offered to school age children and youth in large public institutions in which the children and youth are a relatively small part of the total population. As such many of the operational needs of the school programs within these institutions are often subsumed under the operational budget of the larger institution. Therefore, caution is required in the interpretation of Table V.15: the exclusion of a service from a residential school's average per student educational costs does not mean that students in

Table V.15

Services Included in Educational Cost Reports of Day and Residential Schools by Type of Operator
(Percent of Schools)

| | Type of Agency Operating the Facility (Estimated Total Schools) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Public | | | | | Private | | | |
| | State Education Agency | Local Education Agency | Regional Agency, Consortium, IEU | Other Public Agency | Total | For Profit Corporation | Religious Organi-zation | Non Profit Corporation | Total |
| **DAY SCHOOLS** | (55) | (928) | (441) | (124) | (1,548) | (77) | (38) | (964) | (1,091) |
| Instructional supplies/ equipment | * | 97.0 | 100.0 | * | 97.5 | * | * | 95.3 | 96.0 |
| Medical or nursing care | 53.3 | 38.2 | 49.2 | 38.8 | 40.6 | * | * | 39.6 | 35.6 |
| Related services | * | 88.4 | 90.0 | * | 88.9 | 46.8 | * | 83.6 | 79.4 |
| Food service | * | 59.1 | 53.8 | 41.6 | 57.3 | * | * | 40.4 | 36.7 |
| Transportation | * | 69.7 | 61.8 | 36.4 | 66.8 | 63.1 | * | 48.4 | 48.6 |
| Administration | * | 92.9 | 83.8 | 85.1 | 90.1 | * | * | 89.6 | 91.3 |
| Operations & maintenance | * | 88.3 | 91.8 | 57.7 | 87.2 | * | * | 87.6 | 89.3 |
| Building modifications | * | 69.4 | 53.6 | 31.6 | 63.9 | 42.0 | * | 54.2 | 54.1 |
| Other | * | 8.0 | 3.8 | * | 6.8 | * | * | 10.6 | 10.0 |
| **RESIDENTIAL SCHOOLS** | (54) | (76) | (25) | (275) | (429) | (134) | (44) | (641) | (820) |
| Instructional supplies/ equipment | * | * | * | 96.8 | 98.3 | * | * | 97.8 | 97.8 |
| Medical or nursing care | 49.0 | 0.0 | * | 28.0 | 27.2 | 24.8 | * | 44.4 | 43.1 |
| Related services | * | 73.8 | * | 70.4 | 75.2 | 46.6 | * | 83.3 | 79.0 |
| Food service | 49.0 | * | * | 30.7 | 30.1 | 29.5 | * | 63.7 | 59.7 |
| Transportation | * | 53.8 | * | 39.4 | 43.5 | 21.6 | * | 56.2 | 52.6 |
| Administration | * | 58.2 | * | 71.9 | 70.7 | 70.0 | * | 88.3 | 86.2 |
| Operations & maintenance | 48.7 | 58.9 | * | 48.6 | 50.2 | 52.6 | * | 78.4 | 75.5 |
| Building modifications | * | 43.1 | * | 25.7 | 29.9 | 27.2 | * | 55.5 | 53.2 |
| Other | * | 0.0 | * | 10.9 | 6.5 | 17.0 | * | 10.9 | 11.1 |

Notes.
Data for this table were provided by 564 of 1,315 (unweighted) facilities in the day school sample and 248 of 626 (unweighted) facilities in the residential school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

that school did not receive the services. It is the case, however, that the per student costs in the educational programs of private residential schools tend to include greater numbers of services and administrative costs generally associated with educational programs for students with disabilities.

### 7. Services Included in Residential Costs

Table V.16 presents the proportion of residential schools reporting specific services and administrative costs being contained within the reported costs of the residential component of their program. Reported residential program costs were much more likely to contain the full range of service and administrative costs noted in Table V.16 than were the educational programs of either day or residential facilities. Three quarters of all residential programs reporting costs noted that each of the services noted were included in their reported costs. The most significant differences noted between public and private residential programs was in the inclusion of medical and nursing services (90 percent of public facilities, 76 percent of private facilities). A primary contributing factor in this difference was probably the higher proportion of private residential school students with "mild" and/or non-medically involved handicaps (learning disabilities, mild mental retardation, emotional disturbance and speech or language impairments). Students identified in these diagnostic categories made up 75 percent of all private residential school students. Presumably facilities not including medical or nursing care costs in the basic residential care costs (only about 24 percent) had alternatives to assure appropriate medical and nursing care services for their residential students.

Table V.16

Services Included in Residential Cost Reports of Residential Facilities by Type of Operator
(Percent of Residential Facilities)

| | Type of Agency Operating the Facility (Estimated Total Schools) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | PUBLIC | | | | | PRIVATE | | | | |
| | State Education Agency (54) | Local Education Agency (76) | Regional Agency, Consortium, IEU (25) | Other Public Agency (275) | All Public (429) | For Profit Corporation (134) | Religious Organi-zation (44) | Non Profit Corporation (641) | All Private (820) | All Facilities (1,249) |
| Medical and Nursing Care | * | 72.7 | * | 94.7 | 89.8 | * | * | 70.4 | 75.9 | 80.6 |
| Related services, personnel, supplies, equipment | * | * | * | 90.9 | 91.3 | * | * | 91.6 | 92.9 | 92.4 |
| Food service | * | * | * | 95.5 | 95.3 | * | * | 97.3 | 97.8 | 97.0 |
| Transportation | * | * | * | 90.9 | 90.6 | * | * | 86.6 | 88.9 | 89.4 |
| Administrators | * | * | * | 92.2 | 90.0 | * | * | 93.0 | 94.4 | 92.9 |
| Facility operation and maintenance | * | * | * | 96.8 | 96.1 | * | * | 92.2 | 93.3 | 94.2 |
| Building modifications | * | * | * | 88.3 | 84.3 | * | * | 72.7 | 77.1 | 79.5 |
| Other | * | 0.0 | * | 19.7 | 14.5 | 22.4 | * | 21.1 | 21.7 | 19.3 |

Notes.
Data for this table were provided by 253 of 626 (unweighted) facilities in the residential school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

## H. AVERAGE LENGTH OF OPERATION

### 1. Day Schools

Table V.17 presents estimates of the average years of operation of separate day schools for children and youth (0 through 21 years) by the type of operation and the primary disability group served. Generally, the private programs were reported to be somewhat older than public programs, with an average age of 18.5 years for the public schools, and 22 years for the private schools.

### 2. Residential Schools

Table V.18 presents estimates of the average years of operation of residential schools for children and youth (0 through 21 years) by the type of operation and primary disability group served. The overall average age of residential schools (36 years) was considerably higher than the average for day schools (20 years). Both public and private residential schools were older than the public and private day schools (45 years as compared with 18.5 years for public schools; 31 years as compared with 22 years for private schools).

## I. ADMINISTRATIVE PROBLEMS

### 1. Day Schools

Table V.19 presents the proportions of administrators who identified certain problems as very serious in their day schools. The list of problems provided to the administrators were ones identified in case studies of State education agencies (described in Volume III of this report), and visits to

Table V.17

## Average Years of Operation of Separate Day Schools by Type of Operator and Primary Disability Served by Facility

(Years)

|  | Primary Disability Served by the Facility |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | All Facilities |
| PUBLIC | * | 18.2 | 18.9 | 19.7 | * | - | * | * | * | * | 16.8 | - | * | 18.5 |
| PRIVATE | * | * | * | 18.5 | * | * | * | * | * | * | * | - | * | 21.9 |
| ALL DAY FACILITIES | 15.9 | 19.7 | 20.0 | 19.1 | * | * | * | * | * | * | 18.6 | - | * | 19.9 |

Notes.

Data for this table were reported by 1,279 of 1,315 (unweighted) facilities in the day school sample.

Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Table V.18

Average Years of Operation of Separate Residential Schools by Type of Operator
and Primary Disability Served by Facility
(Years)

| Operating Agency | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC | - | * | * | * | * | * | * | - | * | - | * | - | - | 45.0 |
| PRIVATE | * | * | * | 31.0 | * | * | * | 20.5 | * | * | * | * | * | 31.2 |
| ALL RESIDENTIAL FACILITIES | * | * | 31.0 | 30.4 | * | * | * | 20.5 | * | * | * | * | * | 36.0 |

Notes.
Data for this table were reported by 610 of 626 facilities (unweighted) in the residential school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Table V.19

Administrative Problems Noted as Very Serious by Administrators of Separate Day Schools
by Primary Disability Served at Facility and Public Versus Private Operating Agency
(Percent of Schools Reporting Problem as Very Serious)

| Administrative Problem Areas | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PUBLIC** | | | | | | | | | | | | | | |
| Communicating effectively with local education agencies | * | 8.0 | 21.6 | 5.4 | * | - | * | * | * | * | 3.7 | - | * | 9.7 |
| Maintaining positive relationships with state education or rehabilitation agencies | * | 4.4 | 3.6 | 5.4 | * | - | * | * | * | * | 5.5 | - | * | 3.9 |
| Coordinating necessary interactions with local education agencies (e.g. program planning, records transfer) | * | 6.9 | 5.6 | 9.5 | * | - | * | * | * | * | 2.5 | - | * | 6.1 |
| The quality and program relevance of licencsing/monitoring processes | * | 3.3 | 5.6 | 3.7 | * | - | * | * | * | * | 4.0 | - | * | 3.6 |
| Diversion of resources needed for instruction to administrative requirements from outside the facility | * | 12.6 | 21.9 | 14.5 | * | - | * | * | * | * | 7.2 | - | * | 14.0 |
| Obtaining adequate funding for programs or services to meet the needs of particular groups of students (i.e., those of certain ages, with certain primary or secondary disabilities, etc.) | * | 29.8 | 38.8 | 37.6 | * | - | * | * | * | * | 39.1 | - | * | 34.4 |
| Providing adequate opportunities for students to use appropriate local community resources | * | 14.7 | 35.4 | 14.3 | * | - | * | * | * | * | 20.6 | - | * | 20.8 |
| Providing appropriate opportunities for students to interact with non-handicapped peers | * | 25.6 | 46.2 | 19.9 | * | - | 54.2 | * | * | * | 23.1 | - | * | 31.0 |
| Securing appropriate educational, developmental or vocational arrangements for students reaching the maximum age or those ready for a new placement | * | 29.5 | 46.5 | 22.4 | * | - | 26.1 | * | * | * | 23.1 | - | * | 30.4 |
| Provision of or reimbursement for transportation of children by the local education agency | * | 8.5 | 11.9 | 3.7 | * | - | 20.5 | * | * | * | 10.3 | - | * | 10.1 |

Table V.19 continued

| Administrative Problem Areas | Primary Disability Served by the facility |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PRIVATE** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Communicating effectively with local education agencies | * | * | 21.0 | 3.3 | * | * | * | * | * | * | * | - | * | 10.6 |
| Maintaining positive relationships with state education or rehabilitation agencies | * | * | * | 3.0 | * | * | * | * | * | * | * | - | * | 4.2 |
| Coordinating necessary interactions with local education agencies (e.g. program planning, records transfer) | * | * | * | 2.5 | * | * | * | * | * | * | * | - | * | 5.5 |
| The quality and program relevance of licensing/monitoring processes | * | * | * | 3.2 | * | * | * | * | * | * | * | - | * | 6.9 |
| Diversion of resources needed for instruction to administrative requirements from outside the facility | * | * | * | 9.5 | * | * | * | * | * | * | * | - | * | 7.6 |
| Obtaining adequate funding for programs or services to meet the needs of particular groups of students (i.e., those of certain ages, with certain primary or secondary disabilities, etc.) | 33.3 | 49.7 | 59.4 | 43.4 | * | * | 54.0 | * | * | * | 30.7 | - | * | 42.5 |
| Providing adequate opportunities for students to use appropriate local community resources | * | 21.0 | 38.7 | 20.3 | * | * | * | * | * | * | * | - | * | 18.7 |
| Providing appropriate opportunities for students to interact with non-handicapped peers | * | 26.5 | 30.1 | 27.6 | * | * | * | * | * | * | 40.1 | - | * | 25.5 |
| Securing appropriate educational, developmental or vocational arrangements for students reaching the maximum age or those ready for a new placement | * | 15.3 | 56.8 | 28.3 | * | * | * | * | * | * | 27.2 | - | * | 26.5 |
| Provision of or reimbursement for transportation of children by the local education agency | * | 15.5 | * | 3.8 | * | * | * | * | * | * | * | - | * | 11.8 |

Notes.
Data for this table were reported by administrators of 1,310 of 1,315 (unweighted) facilities in the day school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

individual separate schools as part of the development process for the Survey of Separate Facilities. Responses are presented for public and private day schools according to the handicapping conditions primarily served. In general, the responses of administrators of public and private day schools were similar and parallel. Both public and private programs most frequently identified "obtaining adequate funding for programs or services to meet the needs of particular groups of students" as a "very serious" problem (34 percent of public and 42.5 percent of private day schools). Identification of this problem was quite consistent across schools serving different disabilities. Another problem frequently noted was securing appropriate educational, developmental or vocational arrangements for students reaching the maximum age of enrollment or those ready for a new placement (30 percent of public schools, 27 percent of private schools). This problem was identified as very serious by about half of both public and private day schools primarily serving students with severe or profound mental retardation.

A third problem identified as "very serious" by at least a quarter of the administrators of separate day schools was "providing appropriate opportunities for students to interact with nonhandicapped peers." This was identified by administrators of 31 percent of public day schools and 26 percent of private day schools. This problem was fairly consistently noted across day schools for students with all types of disabling conditions. In general, day schools relatively infrequently reported serious problems in their relationship with State and local agencies.

2. Residential Schools

Table V.20 presents the proportion of administrators who identified certain problems as very serious in the operation of their residential schools. Responses are provided according to public or private operation of the residential facility and by the primary handicapping condition of students of the schools. Responses of public and private facility administrators were generally similar. In general, the frequency of problems being identified as "very serious" by administrators of residential schools was also quite similar to the frequency in day schools. For example, "obtaining adequate funding for programs and services to meet the needs of particular groups of students" (i.e., those of certain ages, with certain primary or secondary disabilities, etc.) was frequently reported as a very serious problem in residential settings as it had been in day schools (32 percent of public residential schools, 35 percent of private residential schools, as compared with 34 percent and 42.5 percent in public and private day schools).

One problem identified as very serious by over a third of both public and private residential school administrators was "securing appropriate residential arrangements for students reaching the maximum age of enrollment or those ready for a new placement" (37 percent of public facilities, 34 percent of private facilities). Slightly lower proportions identified problems in "securing appropriate, educational, developmental or vocational arrangements for students reaching the maximum age of enrollment or those ready for new placements" as very serious (29 percent of public facilities, 31 percent of private facilities), with these responses being comparable with

## Table V.20

## Administrative Problems Noted as Very Serious by Administrators of Separate Residential Schools by Primary Disability Served at Facility and Public Versus Private Operating Agency (Percent of Schools Reporting Problem as Very Serious)

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Administrative Problem Areas | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PUBLIC** | | | | | | | | | | | | | | |
| Communicating effectively with local education agencies | - | * | * | * | * | * | * | - | * | - | * | - | - | 10.5 |
| Maintaining positive relationships with state education or rehabilitation agencies | - | * | * | * | * | * | * | - | * | - | * | - | - | 3.6 |
| Coordinating necessary interactions with local education agencies (e.g. program planning, records transfer) | - | * | * | * | * | * | * | - | * | - | * | - | - | 5.3 |
| The quality and program relevance of licensing/monitoring processes | - | * | * | * | * | * | * | - | * | - | * | - | - | 8.1 |
| Diversion of resources needed for instruction to administrative requirements from outside the facility | - | * | * | * | * | * | * | - | * | - | * | - | - | 7.5 |
| Obtaining adequate funding for programs or services to meet the needs of particular groups of students (i.e., those of certain ages, with certain primary or secondary disabilities, etc.) | - | * | 28.9 | 34.2 | * | * | * | - | * | - | | - | - | 32.1 |
| Providing adequate opportunities for students to use appropriate local community resources | - | * | 25.0 | * | * | * | * | - | * | - | * | - | - | 16.0 |
| Maintaining appropriate contact between residential students and their families | - | * | * | 26.9 | * | * | * | - | * | - | * | - | - | 17.2 |
| Providing appropriate opportunities for students to interact with non-handicapped peers | - | * | 32.7 | 23.4 | * | * | * | - | * | - | * | - | - | 25.4 |
| Securing appropriate residential arrangements for students reaching the maximum age of enrollment or those ready for new placement | - | * | 33.5 | 54.3 | 14.2 | * | * | - | * | - | * | - | - | 36.5 |
| Securing appropriate educational, developmental or vocational arrangements for students reaching the maximum age or those ready for a new placement | - | * | 20.5 | 40.4 | 20.2 | * | * | - | * | - | * | - | - | 29.2 |
| Provision of or reimbursement for transportation of children by the local education agency | - | * | * | * | 11.7 | * | * | - | * | - | * | - | - | 8.2 |

| Administrative Problem Areas | Primary Disability Served by the Facility<br>Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PRIVATE | | | | | | | | | | | | | | |
| Communicating effectively with local education agencies | * | * | * | 8.7 | * | * | * | * | * | * | * | * | * | 8.0 |
| Maintaining positive relationships with state education or rehabilitation agencies | * | * | * | 3.3 | * | * | * | * | | * | * | * | * | 3.9 |
| Coordinating necessary interactions with local education agencies (e.g. program planning, records transfer) | * | * | * | 7.3 | * | * | * | * | * | * | * | * | * | 7.4 |
| The quality and program relevance of licensing/monitoring processes | * | * | * | 5.8 | * | * | * | * | * | * | * | * | * | 6.6 |
| Diversion of resources needed for instruction to administrative requirements from outside the facility | * | * | * | 6.7 | * | * | * | * | * | * | * | * | * | 7.4 |
| Obtaining adequate funding for programs or services to meet the needs of particular groups of students (i.e., those of certain ages, with certain primary or secondary disabilities, etc.) | * | * | 48.5 | 31 | * | * | * | * | * | * | 47.1 | * | * | 35.2 |
| Providing adequate opportunities for students to use appropriate local community resources | * | * | 22.3 | 9.3 | * | * | * | * | * | * | * | * | * | 11.1 |
| Maintaining appropriate contact between residential students and their families | * | * | * | 13.7 | * | * | * | * | * | * | * | * | * | 11.5 |
| Providing appropriate opportunities for students to interact with non-handicapped peers | * | * | 26.3 | 12.1 | * | * | * | * | * | * | * | * | * | 14.5 |
| Securing appropriate residential arrangements for students reaching the maximum age of enrollment or those ready for a new placement | * | * | 33.9 | 34.8 | * | * | * | * | * | * | * | * | * | 34.4 |
| Securing appropriate educational, developmental or vocational arrangements for students reaching the maximum age or those ready for a new placement | * | 53.6 | 37.0 | 28.7 | * | * | * | * | * | * | * | * | * | 31.5 |
| Provision of or reimbursement for transportation of children by the local education agency | * | * | * | 6.1 | * | * | * | * | * | * | * | * | * | 6.6 |

Notes.
Data for this table were provided by administrators of 625 of 626 (unweighted) facilities in the residential school sample.
Dashes indicate cells with one or fewer responding facilities.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

those of public day school (30 percent) and private day school (27 percent) administrators.

A substantial proportion of administrators identified "providing adequate opportunities for students to interact with nonhandicapped peers" as a serious problem (25 percent of public facilities, 14.5 percent in private facilities). However, despite the presumably greater isolation from nonhandicapped peers of students who both live and go to school in segregated settings, residential school administrators in general, and particularly those in private schools considerably less frequently identified interaction with nonhandicapped peers as presenting a very serious problem than did the public and private day school administrators (31 percent and 26 percent, respectively). About 17 percent of public residential facilities and 12 percent of private residential facilities identified "maintaining appropriate contact between residential students and their families" as a very serious problem.

# THE STUDY OF PROGRAMS OF INSTRUCTION
# FOR HANDICAPPED CHILDREN AND YOUTH
# IN DAY AND RESIDENTIAL FACILITIES

## VOLUME II:
## CURRENT STATUS AND CHANGES IN SEPARATE FACILITIES
## FOR STUDENTS WITH HANDICAPS

## PART THREE: CHANGES IN SEPARATE FACILITIES

# I. CHANGES IN SELECTED SEPARATE FACILITIES, 1979 TO 1988

This chapter presents statistics gathered in a nine year follow-up of 487 separate facilities on changing patterns of utilization and administration of separate day and residential schools. The follow-up study permitted comparison of data gathered on specific facilities in the 1979 Office of Civil Rights (OCR) Survey of Special Purpose Facilities and in the Office of Special Education Programs (OSEP) Survey of Separate Facilities. The 1979 Office of Civil Rights study was a survey of State-operated or supported separate day and residential settings for students with handicaps. Since the OCR survey did not cover all separate facilities, an appropriate use of the OCR data in a study of change in programs provided in separate facilities is to provide "baseline" data on facilities resurveyed in the 1988 OSEP study. The findings of the follow-up study are provided in this chapter, following a discussion of the coverage of the 1979 OCR survey.

## A. COVERAGE OF 1979 OCR SURVEY

The Office of Civil Rights in 1979 identified a total of 1,059 separate day school facilities with a total of 67,077 students ages 0 through 21 years and 973 separate residential facilities with a total of 95,473 students. Data reported by the States to the U.S. Office of Special Education Programs for the same year cited (approximately 230,300 students) in all separate schools and "other environments" (including institutions and residential schools) in the 1979 school year (Office of Special Education, 1981).[1]

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[1] These data excluded missing data from New Mexico.

Despite the substantial difference in the total number of students represented in the 1979 OCR survey as compared with 1979 OSEP State reported data, the proportional representation of different subpopulations of students by handicapping conditions was generally congruent between the two sources. For example, the 1979 OSEP data indicated that 43.4 percent of students in separate schools were mentally retarded, compared with the Office of Civil Rights study report of 38.8 percent. The OSEP data indicated that 17.4 percent of students in separate schools were emotionally disturbed as compared with 13.3 percent in the OCR study. The OSEP data indicated that 6.6 percent of students in separate schools had learning disabilities as compared with 10.4 percent of the students reported in the OCR study. Together these three groups of students (mentally retarded, emotionally disturbed, and learning disabled) made up 67 percent of the students with handicaps identified in the 1979 State reports as attending separate schools and 63 percent of those identified in the OCR study as separate facility students.

There was somewhat more similarity between the total number of residential school students identified in the OCR study and the number of students identified as in "other environments" (principally institutions and residential schools) in the OSEP State reported data for 1979, although the difference between 70,000 students reported by the States and 95,000 students in the OCR survey was substantial. A primary factor in the difference was the lack of clarity as to where residential schools and institutions fit within the dichotomy of "separate schools" and "other environments" in the State reports. States appeared to vary considerably in 1979 in their interpretation of the appropriate place to report students who were in residential settings offering educational programs (e.g., Texas reported about

8,200 students with handicaps in "other environments," while Illinois reported zero).

## B. COMPARISON OF 1979 OCR AND 1988 SURVEY FINDINGS

### 1. Day Schools

Table I.1 presents summary statistics from the 1979 Office of Civil Rights Survey of Special Purpose Facilities and day population estimates from the 1988 OSEP Survey of Separate Facilities. The most notable statistics in this table are the ones regarding the total numbers of day schools (facilities) and students from the two studies. The total separate day school population identified through the 1979 OCR survey was 1,059 day schools with a total of 67,077 students, much less than the 1988 OSEP survey estimates of 2,639 separate day schools with 228,716 students. By far the most notable difference was in publicly operated day schools (overwhelmingly LEA-operated in the 1988 study). The 1979 study indicated 345 separate public day schools with 24,504 students, while the 1988 study estimated 1,548 day schools with 159,581 students. The gender and race/ethnicity distributions as estimated from the 1988 survey do not, however, differ statistically from the data obtained in the 1979 survey.

### 2. Residential Schools

Table I.2 presents basic summary statistics from the 1979 OCR survey of residential schools and the estimates from the 1988 OSEP Survey of Separate Facilities for residential school serving students with handicaps. There was substantially greater similarity in the estimated number of residential facilities and residential school students between the 1979 OCR study and the

## Table I.1

## Comparison of Characteristics of Special Purpose Day Facilities in 1979 Office of Civil Rights and 1988 OSEP Surveys

| | 1979 Office of Civil Rights Survey | | | 1988 OSEP Survey | | |
|---|---|---|---|---|---|---|
| | Public | Private | All Facilities | Public | Private | All Facilities |
| Number of facilities | 345 | 714 | 1,059 | 1,548 | 1,091 | 2,639 |
| Number of students age 0-21 | 24,504 | 42,573 | 67,077 | 159,581 | 69,135 | 228,716 |
| Type of handicap | | | | | | |
| Mild/moderate retardation | 41.2 | 20.3 | 27.9 | 22.2 | 11.6 | 19.0 |
| Severe/profound retardation | 17.7 | 7.0 | 10.9 | 24.6 | 9.4 | 20.0 |
| Seriously emotionally disturbed | 7.4 | 16.7 | 13.3 | 17.4 | 23.7 | 19.3 |
| Learning disabled | 6.1 | 12.9 | 10.4 | 4.8 | 17.9 | 8.8 |
| Speech impaired | 6.2 | 6.0 | 6.2 | 3.0 | 4.4 | 3.4 |
| Deaf and blind | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |
| Orthopedically impaired | 2.7 | 5.5 | 4.5 | 4.7 | 6.8 | 5.3 |
| Visually handicapped | 0.9 | 0.7 | 0.8 | 0.5 | 0.7 | 0.5 |
| Deaf or hard of hearing | 4.6 | 5.3 | 5.1 | 1.9 | 2.2 | 2.0 |
| Health problem | 1.2 | 1.4 | 1.3 | 1.5 | 1.7 | 1.5 |
| Multihandicapped | 6.8 | 12.1 | 10.2 | 15.0 | 12.8 | 14.3 |
| Other children | 4.9 | 12.0 | 9.4 | 4.3 | 8.7 | 5.8 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Gender | | | | | | |
| Male | 60.1 | 61.7 | 61.1 | 65.8 | 61.8 | 64.3 |
| Female | 39.9 | 38.3 | 38.9 | 34.2 | 38.2 | 35.7 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Race/Ethnicity | | | | | | |
| White | 72.2 | 71.1 | 71.5 | 71.3 | 69.9 | 70.8 |
| Black | 21.5 | 20.8 | 21.1 | 19.5 | 19.1 | 19.4 |
| White or Black Hispanic | 3.8 | 6.8 | 5.7 | 5.9 | 8.6 | 6.9 |
| Asian or Pacific Islander | 1.5 | 1.1 | 1.3 | 1.4 | 1.4 | 1.4 |
| American Indian or Alaskan Native | 1.0 | 0.2 | 0.5 | 1.9 | 1.1 | 1.6 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes.

Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR Survey of Special Purpose Facilities which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.

SOURCE: 1979 data from OCR Survey of Special Purpose Facilities, 1988 data from OSEP Survey of Separate Facilities.

## Table I.2

### Comparison of Characteristics of Special Purpose Residential Facilities in 1979 Office of Civil Rights and 1988 OSEP Surveys

| | 1979 Office of Civil Rights Survey | | | 1988 OSEP Survey | | |
|---|---|---|---|---|---|---|
| | Public | Private | All Facilities | Public | Private | All Facilities |
| Number of facilities | 527 | 466 | 993 | 429 | 820 | 1,250 |
| Number of students age 0-21 | 66,127 | 29,346 | 95,473 | 36,776 | 58,559 | 95,335 |
| Type of handicap | | | | | | |
| Mild/moderate retardation | 14.2 | 15.0 | 14.5 | 4.3 | 5.1 | 4.8 |
| Severe/profound retardation | 34.9 | 5.3 | 25.8 | 23.8 | 6.6 | 13.2 |
| Seriously emotionally disturbed | 12.2 | 37.8 | 20.0 | 33.8 | 62.9 | 51.7 |
| Learning disabled | 0.8 | 7.9 | 3.0 | 0.7 | 5.9 | 3.9 |
| Speech impaired | 0.3 | 0.6 | 0.4 | 0.1 | 1.1 | 0.7 |
| Deaf and blind | 0.9 | 1.1 | 1.0 | 0.4 | 0.1 | 0.2 |
| Orthopedically impaired | 1.0 | 1.9 | 1.3 | 1.4 | 1.3 | 1.3 |
| Visually handicapped | 5.5 | 1.9 | 4.4 | 6.3 | 0.7 | 2.9 |
| Deaf or hard of hearing | 17.6 | 10.9 | 15.5 | 19.4 | 5.2 | 10.7 |
| Health problem | 0.3 | 1.6 | 0.7 | 0.1 | 0.7 | 0.4 |
| Multihandicapped | 7.6 | 10.4 | 8.5 | 7.4 | 6.9 | 7.1 |
| Other children | 4.7 | 5.6 | 5.0 | 2.3 | 3.5 | 3.1 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Origin | | | | | | |
| In-state | 99.4 | 86.5 | 95.4 | 98.0 | 83.5 | 89.1 |
| Out-of-state | 0.6 | 13.5 | 4.6 | 2.0 | 16.5 | 10.9 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Gender | | | | | | |
| Male | 61.0 | 65.8 | 62.5 | 59.2 | 67.8 | 64.6 |
| Female | 39.0 | 34.2 | 37.5 | 40.8 | 32.2 | 35.4 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Race/Ethnicity | | | | | | |
| White | 72.0 | 77.2 | 73.6 | 75.7 | 74.3 | 74.8 |
| Black | 20.9 | 17.2 | 19.8 | 17.6 | 18.6 | 18.2 |
| White or Black Hispanic | 5.5 | 4.3 | 5.1 | 3.2 | 4.6 | 4.1 |
| Asian or Pacific Islander | 0.8 | 0.6 | 0.7 | 1.4 | 1.0 | 1.1 |
| American Indian or Alaskan Native | 0.8 | 0.7 | 0.8 | 2.1 | 1.5 | 1.8 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes.
Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR Survey of Special Purpose Facilities which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.
SOURCE: 1979 data from OCR Survey of Special Purpose Facilities, 1988 data from OSEP Survey of Separate Facilities.

1988 OSEP survey, than there was with day schools. However, despite the much greater similarity between the 1979 and 1988 findings regarding residential facilities, it is difficult to know whether changes suggested in Table I.2 reflect actual changes. The significant decrease in the number of children with mental retardation and multiple handicaps in residential schools was expected as deinstitutionalization has dramatically reduced the populations of children and youth (0 through 21 years) in public institutions for persons with mental retardation and developmental disabilities from 40,143 in 1977 to 12,026 in 1987 (White et al., 1988). There is also substantial evidence supporting a trend toward greatly increased use of residential settings for children and youth with emotional disturbance (e.g., from 82,000 admissions of children under 18 in 1980 to 112,000 in 1986--See Darton, 1989). Indeed, to the extent that these two data bases on residential schools are comparable, the two most substantial changes noted would be the decreasing populations of students with mental retardation in residential schools and the increasing populations of student with emotional disturbance.

Comparison of the two surveys for residential schools suggests that between 1979 and 1988 supports the conclusion that there was a substantial decrease in public residential school populations and an increase in private residential school populations. This would be consistent with the general shifts in the populations of residential schools, because the residential facilities for students with mental retardation and multiple handicaps are typically public institutions and those for students with emotional disturbance are typically private institutions. This, in turn, would likely have contributed toward a shift toward greater numbers of students in residential schools coming from out of state, in that private schools draw higher proportions of students from out of state. However, because the focus of the 1979 OCR study was on a subset of all separate facilities, comparisons of aggregate results from the two surveys must be made with caution. As was noted among the day schools, no significant differences in gender and racial/ethnic characteristics of students were noted between the two studies.

## C. CHANGES IN POPULATION CHARACTERISTICS, 1979 TO 1988

The sample of separate schools in the 1988 Survey of Separate Facilities includes schools previously surveyed in the 1979 OCR study and these facilities provide a means of looking at changes in these particular separate schools for students with handicaps. Because the facilities selected for the 1979 through 1988 comparison are not representative of the total 1988 separate facility population, the results of analyses conducted with facilities surveyed in both years are presented using unweighted data.

### 1. Day Schools

Table I.3 presents comparative statistics on a sample of 192 day schools surveyed in the 1979 OCR survey and then followed up as part of the 1988 OSEP Survey of Separate Facilities. In examining statistics from this follow-up study it is important to note that the nature and extent of changes among these facilities did not necessarily reflect changes in separate day schools generally. Day schools which closed or became "integrated" between 1979 and 1988 (thereby is longer operating as separate facilities providing education exclusively to handicapped students) were excluded from the follow-up survey. As such the comparison is more focused on what changed between 1979 and 1988 among a sample of individual day schools than in the general utilization

## Table 1.3

### Summary of Characteristics of Separate Day Schools Surveyed in Both the 1979 Office of Civil Rights and 1988 OSEP Surveys

| | 1979 Office of Civil Rights Survey | | | 1988 OSEP Survey | | |
|---|---|---|---|---|---|---|
| | Public | Private | All Facilities | Public | Private | All Facilities |
| Number of facilities | 50 | 142 | 192 | 50 | 142 | 192 |
| Number of students age 0-21 | 5,320 | 14,521 | 19,841 | 7,136 | 13,580 | 20,716 |
| Type of handicap | | | | | | |
| Mild/moderate retardation | 64.3 | 17.5 | 30.0 | 21.0 | 11.5 | 14.8 |
| Severe/profound retardation | 18.2 | 4.9 | 8.4 | 58.6 | 8.0 | 25.5 |
| Seriously emotionally disturbed | 2.6 | 16.4 | 12.7 | 4.2 | 22.3 | 16.1 |
| Learning disabled | 1.5 | 17.6 | 13.3 | 0.1 | 12.0 | 7.9 |
| Speech impaired | 0.5 | 5.7 | 4.3 | 2.0 | 6.0 | 4.6 |
| Deaf and blind | 0.2 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 |
| Orthopedically impaired | 1.2 | 7.7 | 5.9 | 0.6 | 9.2 | 6.2 |
| Visually handicapped | 0.5 | 1.2 | 1.0 | 0.3 | 1.2 | 0.8 |
| Deaf or hard of hearing | 6.3 | 9.0 | 8.3 | 5.0 | 5.2 | 5.1 |
| Health problem | 0.2 | 1.2 | 1.0 | 1.6 | 3.7 | 3.0 |
| Multihandicapped | 4.2 | 14.5 | 11.7 | 4.4 | 16.1 | 12.1 |
| Other children | 0.5 | 4.2 | 3.2 | 2.4 | 4.6 | 3.9 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Origin | | | | | | |
| In-state | - | - | - | 99.7 | 96.3 | 97.2 |
| Out-of-state | - | - | - | 0.3 | 3.7 | 2.8 |
| | | | | 100.0 | 100.0 | 100.0 |
| Gender | | | | | | |
| Male | 57.5 | 63.8 | 62.1 | 61.5 | 65.6 | 64.5 |
| Female | 42.5 | 36.2 | 37.9 | 38.5 | 34.6 | 35.5 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Race | | | | | | |
| White | 88.8 | 77.1 | 80.5 | 90.6 | 71.3 | 76.9 |
| Black | 6.7 | 15.0 | 12.6 | 6.2 | 17.9 | 14.5 |
| White or Black Hispanic | 3.0 | 5.2 | 4.5 | 2.4 | 7.0 | 5.7 |
| Asian or Pacific Islander | 1.2 | 2.3 | 2.0 | 0.1 | 3.4 | 2.5 |
| American Indian or Alaskan Native | 0.5 | 0.4 | 0.4 | 0.8 | 0.3 | 0.5 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes.

Data on gender were provided by 154 facilities in both 1979 and 1988; data on race were provided by 146 facilities in both 1979 and 1988.

Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR Survey of Special Purpose Facilities which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.

SOURCE: 1979 data from OCR Survey of Special Purpose Facilities, 1988 data from OSEP Survey of Separate Facilities.

patterns of separate day school programs. As shown in Table I.3, the day school sample included 50 separate public day schools and 142 separate private day schools. The 50 separate public day schools resurveyed served 22 percent of all separate day school students reported in the 1979 OCR survey; the 142 private day schools resurveyed served 34 percent of all private day school students reported in the 1979 OCR survey.

The sampled facilities increased their student populations by 875 students (or about 4 percent) over the approximately 9 years between the two surveys. There were only small changes in the gender and racial/ethnic background of students. Male students increased by 2.4 percent to 64.5 percent of the students in the resurvey sample. There was a modest (3.6 percent) decrease in white, non-Hispanic students, and small increases in all other racial/ethnic groups. But the most notable changes in the schools surveyed were in the proportion of their total student populations from various disability groupings. Most dramatic in this regard was the very substantial proportional and numerical decrease in the number of students categorized as having mild or moderate mental retardation, and the very substantial increase in the number of students categorized as having severe or profound mental retardation. While little change was noted in the proportion of separate day school students who had a primary diagnosis of mental retardation overall (38.4 in 1979 and 40.3 percent in 1988), the proportion of separate day school students with severe or profound mental retardation increased from 8.4 percent to 25.5 percent and the proportion of separate day school students with mild or moderate mental retardation decreased from 30.0 percent to 14.8 percent. In short, it appears that day schools which were primarily for students with mild or moderate mental retardation in 1979 were by 1988 primarily serving students with severe or profound mental retardation.

There was an increase in students identified as emotionally disturbed in the resurvey sample of schools and a decrease in students identified as learning disabled. Other disability groups were represented in the two surveys at about the same proportions with the exception of students with hearing impairments and health impairments. Students with hearing impairments decreased from 8.3 percent of all students to 5.1 percent as the population declined in schools for students with hearing impairments. Students with health impairments increased from 1.0 percent to 3.0 percent.

## 2. Residential Schools

Table I.4 presents comparative statistics on a sample of 295 residential schools surveyed in the 1979 OCR survey which were followed up as part of the 1988 OSEP survey. The residential school resurvey sample included 163 public residential schools and 132 private residential schools. The 163 public residential schools resurveyed served 48 percent of all public residential school students reported in the 1979 OCR survey; the 132 private residential schools served 41 percent of all private residential school students reported in the 1979 OCR survey. As with the followup of day schools in the 1979 OCR study, the data gathered on residential schools in this follow-up reflect changes in a specific set of schools that were operating in 1979 and which remained open in 1988. They do not necessarily reflect changes in residential schools in general between 1979 and 1988.

Table I.4

Summary of Characteristics of Separate Residential Schools Surveyed in Both the 1979 Office of Civil Rights and 1988 OSEP Surveys

| | 1979 Office of Civil Rights Survey | | | 1988 OSEP Survey | | |
|---|---|---|---|---|---|---|
| | Public | Private | All Facilities | Public | Private | All Facilities |
| Number of facilities | 163 | 132 | 295 | 163 | 132 | 295 |
| Number of students age of 0-21 | 31,802 | 11,912 | 43,714 | 19,053 | 14,093 | 33,146 |
| Type of handicap | | | | | | |
| Mild/moderate retardation | 9.6 | 10.4 | 9.9 | 3.5 | 5.0 | 4.1 |
| Severe/profound retardation | 37.3 | 2.5 | 27.8 | 21.3 | 4.8 | 14.3 |
| Seriously emotionally disturbed | 9.7 | 33.8 | 16.3 | 26.4 | 47.8 | 35.5 |
| Learning disabled | 0.1 | 7.2 | 2.0 | 0.9 | 6.4 | 3.2 |
| Speech impaired | 0.1 | 0.7 | 0.3 | 0.6 | 0.5 | 0.5 |
| Deaf and blind | 0.9 | 2.4 | 1.3 | 0.6 | 0.0 | 0.4 |
| Orthopedically impaired | 1.0 | 1.5 | 1.1 | 2.0 | 1.9 | 2.0 |
| Visually handicapped | 8.0 | 2.5 | 6.5 | 9.6 | 2.4 | 6.6 |
| Deaf or hard of hearing | 25.0 | 23.0 | 24.4 | 27.1 | 13.3 | 21.2 |
| Health problem | 0.2 | 3.2 | 1.0 | 1.1 | 4.6 | 2.6 |
| Multihandicapped | 6.7 | 10.2 | 7.7 | 6.2 | 12.7 | 9.0 |
| Other children | 1.4 | 2.5 | 1.7 | 0.8 | 0.8 | 0.8 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Origin | | | | | | |
| In-state | 99.5 | 78.3 | 90.6 | 97.0 | 77.3 | 88.7 |
| Out-of-State | 0.5 | 21.7 | 9.4 | 3.0 | 22.7 | 11.3 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Gender | | | | | | |
| Male | 59.5 | 62.9 | 60.8 | 60.7 | 68.6 | 63.7 |
| Female | 40.5 | 37.1 | 39.2 | 39.3 | 31.4 | 36.3 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Race | | | | | | |
| White | 73.4 | 82.5 | 77.0 | 71.3 | 77.3 | 73.6 |
| Black | 19.2 | 13.4 | 16.9 | 19.8 | 14.5 | 17.8 |
| White or Black Hispanic | 4.4 | 3.3 | 4.0 | 5.1 | 5.4 | 5.2 |
| Asian or Pacific Islander | 1.7 | 0.6 | 1.3 | 2.1 | 1.7 | 1.9 |
| American Indian or Alaskan Native | 1.3 | 0.2 | 0.9 | 1.8 | 1.1 | 1.5 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes.
Data were provided by 254 facilities in both 1979 and 1988.
Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR Survey of Special Purpose Facilities which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.
SOURCE: 1979 data from OCR Survey of Special Purpose Facilities, 1988 data from OSEP Survey of Separate Facilities.

There were a number of notable changes in the residential schools surveyed in 1979 and 1988. First, these schools decreased in their total population of students ages birth to 21 years by 10,568 (or 24 percent). This change was by no means consistent between public and private facilities. The 132 private facilities remaining open from 1979 to 1988 increased their populations by 2,181, while populations in public facilities decreased by 12,749 (or 40 percent). The residential schools, like the day schools, saw a small increase (3 percent) in the proportion of male residents. They also reported a small decrease (3.4 percent) in the white, non-Hispanic population, with small increases in all other racial/ethnic groups.

Substantial shifts were noted in the proportional and numerical make-up of the residential school populations by disability category. Very substantial decreases (63 percent) were seen in the numbers and proportions of students with mental retardation in the residential schools, while substantial increases were seen in the number of students with emotional disturbance (65 percent). The decrease in the residential school students with mental retardation was associated with the substantial efforts at reducing the populations in general and particularly the populations of children in large public residential institutions (White et al, 1988). The increase in population of the residential schools for children and youth with emotional disturbance was associated with rapid increases noted generally in the placement of children and youth in psychiatric facilities and treatment facilities nationally (Darton, 1989). Students with hearing impairments also decreased very substantially (34 percent) in the sampled facilities over the 9-year period, and the proportional decrease was very similar in public and private residential schools (35 percent and 32 percent, respectively). Still this decrease was less than the 45 percent decrease between 1979 and 1987 that was reported in the State reported statistics for all students with hearing impairments (Office of Special Education and Rehabilitative Services, 1981, 1988). Proportional increases were reported in students with multiple handicaps, visual handicaps and learning disabilities, but these represented a modest change in the total number of students with those primary handicapping conditions enrolled in the schools.

## D. CHANGING POPULATIONS BY PRIMARY DISABILITY SERVED, 1979 TO 1988

Table I.5 presents summary statistics on the 447 of 487 separate schools surveyed in the 1979 and 1988 surveys that did not change in whether they offered residential or day school programs over that period. Statistics reported include the numbers of residential school students, day school students, and day students in residential schools. These are presented by the primary disability served by the schools in 1988. Net change statistics were also computed to show changes in the populations of the schools sampled. In general, the residential students decreased very substantially in number (34 percent) in the resurveyed facilities, while the number of day school students and the number of day students in residential schools increased modestly (2.1 percent and 4.4 percent, respectively). Even with the increasing number of day students, the populations of the sampled residential schools were 29 percent smaller in 1988 than they were in 1979. As the residential schools for students with severe and profound mental retardation (principally State institutions) were decreasing their populations of students (birth through 21 years) by 9,750, residential schools for students with emotional disturbance

Table I.5

Changes From 1979 to 1988 in the Total Population of Students (0-21 Years)
Served in Selected Residential and Day Schools by Primary Disability Served at Facility

| | Primary Disability Served by the Facility in 1988 | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| 1979 | | | | | | | | | | | | | | |
| Residential Students | 482. | 1,806 | 13,630 | 5,955 | 8,298 | 2,279 | 309 | - | 41 | - | 3,130 | - | 110 | 36,040 |
| Day Students in Residential Schools | 115 | 502 | 42 | 1,082 | 3,475 | 373 | 97 | - | 130 | - | 421 | - | 65 | 6,302 |
| Day Students in Day Schools | 1,025 | 3,685 | 3,746 | 3,485 | 985 | 131 | 1,045 | - | 44 | 2,073 | 2,334 | - | 647 | 19,200 |
| 1988 | | | | | | | | | | | | | | |
| Residential Students | 561 | 1,320 | 3,882 | 9,552 | 4,863 | 1,603 | 291 | - | 37 | - | 1,754 | - | 70 | 23,933 |
| Day Students in Residential Schools | 205 | 100 | 111 | 2,226 | 2,748 | 396 | 111 | - | 158 | - | 412 | - | 111 | 6,578 |
| Day Students in Day Schools | 1,437 | 3,354 | 4,970 | 3,497 | 970 | 137 | 1,013 | - | 66 | 708 | 2,534 | - | 918 | 19,604 |
| Net Change From 1979 | | | | | | | | | | | | | | |
| Residential Students | 16.4 | -26.9 | -71.5 | 60.4 | -41.4 | -29.7 | -5.8 | - | -9.8 | - | -44.0 | - | -36.4 | -33.6 |
| Day Students in Residential Schools | 78.3 | -80.1 | 164.3 | 105.7 | -20.9 | 6.2 | 14.4 | - | 21.5 | - | -2.1 | - | 70.8 | 4.4 |
| Day Students in Day Schools | 40.2 | -9.0 | 32.7 | 0.3 | -1.5 | 4.6 | -3.1 | - | 50.0 | -65.8 | 8.6 | - | 41.9 | 2.1 |

Notes.

Day students in residential schools in 1979 were calculated by subtracting the number of resident children from the number of day students in facilities that had more day students than resident children. This number may be an underestimate because some resident children may have attended school elsewhere.

Data were based on 447 of 487 (92%) of facilities surveyed in both 1979 and 1988 and includes only OCR survey facilities that did not change day/residential status between 1979 and 1988.

Dashes indicate cells with one or fewer responding facilities in 1988.

Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR Survey of Special Purpose Facilities which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.

SOURCE: 1979 data from OCR Survey of Special Purpose Facilities, 1988 data from OSEP Survey of Separate Facilities.

were increasing their residential students by 3,600. Residential schools for students with multiple handicaps showed substantial decreases in residential students as well, in large measure because many of these facilities were also State mental retardation/developmental disabilities institutions which have been experiencing substantial general depopulation and reductions in school age populations.

## E. CHANGING POPULATIONS BY SCHOOL SIZE, 1979 THROUGH 1988

### 1. Day Schools

Table I.6 presents changes in the distribution of day students with handicaps among 192 day schools of different sizes operating between 1979 and 1988. Changes in students by facility size are presented by the primary disability group served by the day schools in 1988. Size categories are based on size of schools in 1979. Among the day school resurvey sample there was a substantial decrease in the number of students in very large schools of 301 or more students. This was true among both public and private day schools, with public day schools of 301 or more students experiencing enrollment decreases of 38 percent and private day schools of 301 or more students decreasing by 78 percent. In contrast there were large population increases in the schools with 30 or fewer students, although it should be noted that these schools had only a small portion of the total day school population in either 1979 or 1988 (4.5 percent and 8.6 percent, respectively). Similarly, relatively few students in the sampled facilities were in public schools of 31 to 75 students and the 38 percent increase in students over the follow-up period represented an increase of only 262 individuals. In contrast, the 62

Table I.6

Change in the Total Handicapped Student Population (0-21 Years) in Selected Public and Private Day Schools
by 1979 Size, Operating Agency, and Primary Disability Served at Facility in 1988

|  | Primary Disability Served by the Facility in 1988 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Size of Facility in 1979 | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment |  | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| PUBLIC |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1979 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 or fewer students | - | 59 | 82 | 56 | - | - | - | - | - | 45 | - | - | - | 242 |
| 31-75 students | - | 101 | 146 | - | - | - | - | - | - | 38 | 141 | - | - | 426 |
| 76-300 students | - | 886 | 2,123 | - | 285 | - | - | - | - | - | 231 | - | 167 | 3,692 |
| 301 or more students | - | 638 | 322 | - | - | - | - | - | - | - | - | - | - | 960 |
| 1988 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 or fewer students | - | 115 | 88 | 310 | - | - | - | - | - | 98 | - | - | - | 611 |
| 31-75 students | - | 154 | 166 | - | - | - | - | - | - | 100 | 168 | - | - | 588 |
| 76-300 students | - | 864 | 3,800 | - | 361 | - | - | - | - | - | 114 | - | 207 | 5,346 |
| 301 or more students | - | 438 | 153 | - | - | - | - | - | - | - | - | - | - | 591 |
| % Change from 1979 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 or fewer students | - | 94.9 | 7.3 | 453.6 | - | - | - | - | - | 117.8 | - | - | - | 152.5 |
| 31-75 students | - | 52.5 | 13.7 | - | - | - | - | - | - | 163.2 | 19.1 | - | - | 38.0 |
| 76-300 students | - | -2.5 | 79.0 | - | 26.7 | - | - | - | - | - | -50.6 | - | 24.0 | 44.8 |
| 301 or more students | - | -31.3 | -52.5 | - | - | - | - | - | - | - | - | - | - | -38.4 |
| PRIVATE |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1979 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 or fewer students | 38 | 41 | 61 | 201 | - | 45 | - | - | 73 | - | 71 | - | 19 | 549 |
| 31-75 students | 418 | 347 | 245 | 362 | 61 | - | 302 | - | - | 223 | 456 | - | 170 | 2,584 |
| 76-300 students | 569 | 1,176 | 819 | 2,307 | 639 | 86 | 743 | - | - | 114 | 1,343 | - | 291 | 8,087 |
| 301 or more students | - | 536 | - | 686 | - | - | - | - | - | 1,695 | 384 | - | - | 3,301 |
| 1988 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 or fewer students | 70 | 284 | 141 | 429 | - | 87 | - | - | 116 | - | 131 | - | 64 | 1,322 |
| 31-75 students | 689 | 406 | 177 | 434 | 127 | - | 487 | - | - | 386 | 1,064 | - | 420 | 4,190 |
| 76-300 students | 678 | 1,150 | 546 | 2,112 | 482 | 50 | 526 | - | - | 149 | 1,408 | - | 227 | 7,328 |
| 301 or more students | - | 150 | - | 478 | - | - | - | - | - | 75 | 37 | - | - | 740 |
| % Change from 1979 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 or fewer students | 84.2 | 592.7 | 131.1 | 113.4 | - | 93.3 | - | - | 58.9 | - | 84.5 |  | 236.8 | 140.8 |
| 31-75 students | 64.8 | 17.0 | -27.8 | 19.9 | 108.2 | - | 61.3 | - | - | 73.1 | 133.3 | - | 147.1 | 62.2 |
| 76-300 students | 19.2 | -2.2 | -33.3 | -8.5 | -24.6 | -41.9 | -29.2 | - | - | 30.7 | 4.8 | - | -22.0 | -9.4 |
| 301 or more students | - | -72.0 | - | -30.3 | - | - | - | - | - | -95.6 | -90.4 | - | - | -77.6 |

Notes:
Facility sizes and public/private status are based on number of handicapped students in 1979. Primary disability served is based on 1988 student populations.
Data were reported by 192 day facilities surveyed in both 1979 and 1988.
Dashes indicate cells with one or fewer responding facilities in 1988.
Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR Survey of Special Purpose Facilities which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.
SOURCE: 1979 data from OCR Survey of Special Purpose Facilities, 1988 data from OSEP Survey of Separate Facilities.

percent increase in private school students in schools of 31 to 75 students represented 1,606 additional students. Most students in the resurveyed day schools in both 1979 and 1988 attended schools with 76 to 300 students. The public day schools of this size increased their populations by 45 percent over the 9 year period, while the private schools in this size category decreased their populations by 9 percent. Most of the increase was noted in day schools primarily serving students with severe and profound mental retardation, which increased by 79 percent (or 1,677 individuals). Among private day schools of this size, schools primarily for students with emotional disturbance had about 30 percent of all students in both 1979 and 1988, so that their decrease of 8.5 percent contributed substantially to the overall decrease of 9 percent for all facilities of this size.

### 2. Residential Schools

Table I.7 presents changes in the distribution of residential students with handicaps among 295 residential schools of different sizes operating between 1979 and 1988. The changes in students by facility size are presented by the primary disability group served in the residential schools in 1988. Size categories are based on size of schools in 1979. Among the resurveyed residential schools there was a large net decrease in students. The decrease was most substantial (58 percent) among the largest public residential facilities (i.e., those with 301 or more students). The most significant contributions to this decrease came among public institutions primarily serving students with severe and profound mental retardation and multiple handicaps. These facilities decreased their populations by 74 percent and 75

Table 1.7

Change in the Total Handicapped Student Population (0-21 Years) in Selected Public and Private Residential Schools by 1979 Size, Operating Agency, and Primary Disability Served at Facility in 1988

| | Primary Disability Served by the Facility in 1988 | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Size of Facility | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| **PUBLIC** | | | | | | | | | | | | | | |
| 1979 | | | | | | | | | | | | | | |
| 30 or fewer students | - | - | 15 | 93 | - | - | - | - | - | - | - | - | - | 108 |
| 31-75 students | - | 42 | 300 | 787 | - | 46 | 111 | - | - | 44 | 227 | - | - | 1,557 |
| 76-300 students | - | 406 | 6,129 | 2,421 | 3,393 | 2,270 | 169 | - | - | - | 643 | - | - | 15,431 |
| 301 or more students | - | 627 | 7,161 | - | 5,911 | - | - | - | - | - | 1,007 | - | - | 14,706 |
| 1988 | | | | | | | | | | | | | | |
| 30 or fewer students | - | - | 78 | 469 | - | - | - | - | - | - | - | - | - | 547 |
| 31-75 students | - | 26 | 283 | 1,529 | - | 30 | 415 | - | - | 170 | 207 | - | - | 2,660 |
| 76-300 students | - | 83 | 1,958 | 3,596 | 2,122 | 1,665 | 149 | - | - | - | 141 | - | - | 9,714 |
| 301 or more students | - | 287 | 1,834 | - | 3,762 | - | - | - | - | - | 249 | - | - | 6,132 |
| % Change from 1979 | | | | | | | | | | | | | | |
| 30 or fewer students | - | - | 420.0 | 404.3 | - | - | - | - | - | - | - | - | - | 406.5 |
| 31-75 students | - | -38.1 | -5.7 | 94.3 | - | -34.8 | 273.9 | - | - | 286.4 | -8.8 | - | - | 70.8 |
| 76-300 students | - | -79.6 | -68.1 | 48.5 | -37.5 | -26.7 | -11.8 | - | - | - | -78.1 | - | - | -37.0 |
| 301 or more students | - | -54.2 | -74.4 | - | -36.4 | - | - | - | - | - | -75.3 | - | - | -58.3 |
| **PRIVATE** | | | | | | | | | | | | | | |
| 1979 | | | | | | | | | | | | | | |
| 30 or fewer students | 15 | 66 | 56 | 274 | - | - | - | - | - | - | 57 | - | - | 468 |
| 31-75 students | - | 95 | 289 | 1,733 | 65 | - | - | - | 67 | - | 274 | - | - | 2,523 |
| 76-300 students | 755 | 441 | 395 | 1,814 | 1,703 | 336 | 167 | - | 104 | - | 1,304 | - | 175 | 7,194 |
| 301 or more students | - | 650 | - | - | 1,077 | - | - | - | - | - | - | - | - | 1,727 |
| 1988 | | | | | | | | | | | | | | |
| 30 or fewer students | 8 | 89 | 73 | 1,180 | - | - | - | - | - | - | 49 | - | - | 1,399 |
| 31-75 students | - | 61 | 242 | 3,621 | 40 | - | - | - | 57 | - | 258 | - | - | 4,259 |
| 76-300 students | 938 | 435 | 295 | 2,254 | 1,077 | 304 | 178 | - | 138 | - | 1,300 | - | 181 | 7,100 |
| 301 or more students | - | 541 | - | - | 794 | - | - | - | - | - | - | - | - | 1,335 |
| % Change from 1979 | | | | | | | | | | | | | | |
| 30 or fewer students | -46.7 | 34.8 | 30.4 | 330.7 | - | - | - | - | - | - | -14.0 | - | - | 198.9 |
| 31-75 students | - | -56.8 | -16.3 | 108.9 | -38.5 | - | - | - | -14.9 | - | -5.8 | - | - | 68.8 |
| 76-300 students | 24.2 | -1.6 | -25.3 | 24.3 | -36.8 | -9.5 | 6.6 | - | 32.7 | - | -0.3 | - | 3.4 | -1.3 |
| 301 or more students | - | -16.8 | - | - | -26.3 | - | - | - | - | - | - | - | - | -22.7 |

Notes.
Facility sizes and public/private status are based on number of handicapped students in 1979. Primary disability served is based on 1988 student populations.
Entries are based on 295 facilities surveyed in both 1979 and 1988.
Dashes indicate cells with one or fewer responding facilities in 1988.
Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR Survey of Special Purpose Facilities which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.
SOURCE: 1979 data from OCR Survey of Special Purpose Facilities, 1988 data from OSEP Survey of Separate Facilities.

percent, respectively. Other substantial decreases in the public residential schools with 301 or more students came in schools primarily serving students with hearing impairments. These schools decreased their populations by 36 percent over the nine-year period. Somewhat smaller, but substantial decreases were noted among public residential schools which had 76 to 300 students in 1979. They decreased in student population by 37 percent between 1979 and 1988 including a 68 percent decrease among public residential schools primarily for students with severe and profound mental retardation and a 37 percent decrease among schools for students with hearing impairments. In contrast, public residential facilities for students with emotional disturbance of 76 to 300 students increased their enrollments by 49 percent over the nine year period. The smaller public residential facilities (with 75 and fewer students) nearly doubled their enrollments between 1979 and 1988, but together served only 17 percent of the 1988 public residential school population. Most (73 percent) of the growth in these facilities took place in the public residential schools for students with emotional disturbance.

The large private residential schools also had decreasing populations between 1979 and 1988, but at a slower rate than the public residential schools. Private residential schools with 76 or more students decreased by 5.5 percent, with a notable decrease (33 percent) in schools for students with hearing impairments. In contrast, residential schools of 76 or more students primarily serving students with emotional disturbance increased their student populations by 24 percent over the period. The private residential schools of 75 or fewer students increased by 89 percent between 1979 and 1988, increasing from 2,991 students to 5,658 students. Private residential schools primarily for students with emotional disturbance contributed the most to this growth.

## F. CHANGES IN INSTRUCTIONAL STAFF, 1979 THROUGH 1988

Table I.8 presents summary statistics on changes in ratios of instructional staff to students in 419 schools reporting staffing data in both the 1979 OCR Survey and the 1988 Separate School Survey. Statistics in Table I.8 were reported by 183 total public schools including 134 residential and 49 day schools, and 236 private schools, including 101 residential and 135 day schools. Instructional staff units were computed as full-time equivalents (FTE) of personnel in the categories of teacher, classroom assistants, tutors and other instructional personnel as shown in Tables IV.3 and IV.4. On average, little change was noted in the ratio of instructional staff to students in the 419 facilities reporting these statistics in 1979 and again in 1988. In 1979 the public residential schools reported .32 instructional staff members per student, as compared with a slightly higher .36 in 1988. The private residential schools showed a decrease of the same magnitude (.04), dropping slightly from .4 to .36 instructional staff members per student. (A change of .04 represents one instructional staff FTE per 25 students.) Even smaller changes were noted among day schools with the public day schools increasing from .32 to .33 instructional staff members per student and private day schools decreasing from .33 to .31 instructional staff members per student.

### Table I.8

### Changes From 1979 to 1988 in the Ratio of Instructional Staff to Students at Selected Residential and Day Schools by Operating Agency and Primary Disability Served at Facility in 1988

(Number of Staff Divided by Number of Students and 1988-1979 Ratios)

| | Primary Disability Served by the Facility in 1988 | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Type of Facility | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | Non Categorical | Total |
| 1979 | | | | | | | | | | | | | | |
| PUBLIC | | | | | | | | | | | | | | |
| Residential | - | .36 | .32 | .31 | .30 | .35 | .41 | - | - | .05 | .43 | - | - | .32 |
| Day | - | .43 | .29 | .27 | .31 | - | - | - | - | .27 | .29 | - | .29 | .32 |
| PRIVATE | | | | | | | | | | | | | | |
| Residential | .29 | .36 | .50 | .38 | .27 | .51 | .19 | - | .39 | - | .66 | - | .46 | .40 |
| Day | .35 | .34 | .33 | .36 | .31 | .23 | .28 | - | .38 | .20 | .35 | - | .30 | .33 |
| 1988 | | | | | | | | | | | | | | |
| PUBLIC | | | | | | | | | | | | | | |
| Residential | - | .48 | .41 | .25 | .36 | .47 | .16 | - | - | .21 | .37 | - | - | .36 |
| Day | - | .31 | .37 | .20 | .30 | - | - | - | - | .21 | .38 | - | .21 | .33 |
| PRIVATE | | | | | | | | | | | | | | |
| Residential | .29 | .36 | .44 | .32 | .33 | .52 | .35 | - | .45 | - | .51 | - | .38 | .36 |
| Day | .27 | .26 | .40 | .31 | .41 | .13 | .27 | - | .39 | .19 | .41 | - | .21 | .31 |
| Net Change | | | | | | | | | | | | | | |
| PUBLIC | | | | | | | | | | | | | | |
| Residential | - | .12 | .09 | -.06 | .06 | .12 | -.25 | - | - | .16 | -.06 | - | - | .04 |
| Day | - | -.12 | .08 | -.07 | -.01 | - | - | - | - | -.06 | .09 | - | -.08 | .01 |
| PRIVATE | | | | | | | | | | | | | | |
| Residential | 0.0 | 0.0 | -.06 | -.06 | .07 | 0.1 | .16 | - | .06 | - | -.15 | - | -.08 | -.04 |
| Day | -.08 | -.08 | .07 | -.05 | .10 | -.10 | -.01 | - | .01 | -.01 | .06 | - | -.09 | -.02 |

Notes.

Table includes data from 419 of 487 sampled facilities that provided staffing data in both 1979 and 1988.

Facilities reporting staff to student ratios equal to 0 or greater than 1 were excluded from this table.

Dashes indicate cells with one or fewer responding facilities in 1988.

Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR Survey of Special Purpose Facilities which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.

SOURCE: 1979 data from OCR Survey of Special Purpose Facilities, 1988 data from OSEP Survey of Separate Facilities.

Changes in instructional staff to student ratios across schools serving different disability groups were also generally modest. Almost all instances of ratios changing by more than .1 (1 FTE per 10 students) were in residential schools. It is possible that the variability among residential facilities was affected by the difficulty of clearly separating "instructional" staff from other staff in total care environments. It is important to note that many of the separate schools serving students with the same general types of handicaps for the past 10 years have seen considerable changes in the severity of those conditions, which in turn has affected staffing. Some of these changes are evident in the retrospective reports of facilities highlighted in the next chapter of this report.

# II. RETROSPECTIVE REPORTS OF CHANGES, 1976 TO 1988

This chapter presents retrospective reports by separate facilities in the 1988 sample that were open from 1976 until the time of the present study. This retrospective reporting was intended to gather information regarding changes related to and/or occurring since the initial implementation of Public Law 94-142 in 1976. A total of 984 (74.8 percent) of the total day facility sample of 1,315 facilities and 514 (82.1 percent) of the total residential facility sample of 626 facilities reported they were open in 1976. Facilities that opened in or before 1976 were asked questions regarding changes that occurred in their facilities over that period. Such retrospective reporting has limitations. Recall of an individual over a 12 year period is often less precise than might be desired, and in some cases the facility administrator responding to the retrospective questions may not have been at the facility at the early time. Also, there is loss over time of documentation needed for detailed reporting. In addition, a respondent's recall of past situations may change with new perspectives on topics, with past situations sometimes remembered more as one would have liked it to have been and, perhaps, less as it actually was. A substantial effort was made in questionnaire development and field-testing to avoid such limitations by keeping questions as factual as possible. However, many of the topics relevant to the effects of Public Law 94-142 on separate schools were not wholly amenable to factual questions alone. The reader is, therefore, reminded that the responses reported in this section are those of facility administrators looking back over 12 years.

## A. CHANGES IN AGE DISTRIBUTIONS OF STUDENTS

### 1. Day Schools

Table II.1 presents the reported changes in the ages of student populations in separate day schools surveyed in this study that had been operating since 1976. Student age groupings were 5 years and younger, 6 to 17 years, and 18 to 21 years. In general, the responding day schools indicated an overall estimated decrease of 2.8 percent in the populations of students 0 through 21 years between 1976 and 1987. However, considerable variation was noted according to the ages of students. According to reports by facility administrators, students in the age group 0 through 5 years increased by 4.2 percent, students in the 6 through 17 year old age group decreased by 5.2 percent, and students in the 18 through 21 years old age range increased by 1.0 percent. In other words, the substantial decrease in students between 6 through 17 years, who made up about 61 percent of all separate day school students, caused a significant net decrease in students since 1976. This reflected a notable tendency among the individual separate facilities to shift away from serving school age students and toward serving students who were above or below the traditional age of schooling, presumably as greater numbers of students with handicaps in the traditional school age group were educated in general education school environments.

The substantial increases in students in the pre-school years in the separate day schools surveyed presumably reflects both the development of new programs for young children since 1976 and the availability of underutilized facility capacity vacated by school age children going to other educational settings.

## TABLE II.1

## AVERAGE PERCENT INCREASE ON DECREASE IN PROPORTION OF STUDENTS BY AGE IN SEPARATE DAY SCHOOLS OPERATING IN 1976 AND 1988

| | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Multiple Handicap | Total |
|---|---|---|---|---|---|---|
| DAY SCHOOLS | | | | | | |
| Public | | | | | | |
| 0-5 years | * | 8.3 | * | * | * | 4.7 |
| 6-17 years | * | -10.7 | * | * | * | -5.3 |
| 18-21 years | * | 2.4 | * | * | * | 0.6 |
| Private | | | | | | |
| 0-5 years | -0.6 | 3.5 | -1.0 | * | * | 3.5 |
| 6-17 years | -8.3 | 0.3 | 2.5 | * | * | -5.1 |
| 18-21 years | 8.9 | 3.8 | -1.5 | * | * | 1.6 |
| All Day Schools | | | | | | |
| 0-5 years | 3.1 | 7.1 | -0.1 | * | 7.6 | 4.2 |
| 6-17 years | -7.7 | -8.0 | 2.3 | * | -8.4 | -5.2 |
| 18-21 years | 4.6 | 0.9 | -2.2 | * | 0.4 | 1.0 |

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Data for this table were reported by facilities with 38,942 of the 107,036 students (unweighted) in facilities that reported they were open in 1976.

* Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances using standard methods.

## 2. Residential Schools

Table II.2 presents the reported changes in the ages of student populations of residential schools surveyed in this study that had been operating since 1976. The student age groupings are birth to 5 years, 6 to 17 years and 18 to 21 years. In general, the residential facilities sampled indicated an overall decrease of 4.1 percent in their populations between 1976 and 1987. Again, substantial variation was noted among different age groups. Among students 0 through 5 years old there was essentially no change in the number of students. There was a reported decrease of 9 percent among students in the 6 through 17 year old age range and a reported increase of 9.0 percent in the number of students 18 through 21 years old. Because a sizeable majority (69 percent) of the students in residential schools were students in the 6 through 17 year old age range, their decreasing numbers more than cancelled out the 9 percent increase in students outside the traditional school years (i.e., students in 18 through 21 years range). In general, as was noted for the day schools, among residential facilities operating in 1976 and remaining in operation in 1988, there was a substantial shift towards serving students outside traditional school years. However, unlike the day schools, among the residential facilities this shift was confined to the 18 through 21 year old age groups, with increased numbers within this age category noted in both public and private residential schools. Residential facilities with the clearest and most consistent shift from serving school age children and youth to serving young adults (18 through 21 years) were the residential schools primarily serving students with mental retardation. Not only did their overall populations decrease substantially between 1976 and 1988, the ages of those populations increased substantially.

TABLE II.2

## AVERAGE PERCENT INCREASE ON DECREASE IN PROPORTION OF STUDENTS BY AGE IN SEPARATE RESIDENTIAL SCHOOLS OPERATING IN 1976 AND 1988

| | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Multiple Handicap | Total |
|---|---|---|---|---|---|---|
| RESIDENTIAL FACILITIES | | | | | | |
| Public | | | | | | |
| 0-5 years | * | -4.3 | 0.4 | * | * | -2.2 |
| 6-17 years | * | -14.2 | -2.3 | * | * | -11.8 |
| 18-21 years | * | 18.5 | 1.9 | * | * | 14.0 |
| Private | | | | | | |
| 0-5 years | * | * | -0.6 | * | * | 0.9 |
| 6-17 years | * | * | 1.2 | * | * | -7.8 |
| 18-21 years | * | * | -0.6 | * | * | 6.9 |
| All Residential Facilities | | | | | | |
| 0-5 years | * | 0.4 | -0.5 | -0.8 | -2.5 | 0.0 |
| 6-17 years | * | -24.2 | 0.8 | -1.3 | -9.1 | -9.0 |
| 18-21 years | * | 24.8 | -0.3 | 0.5 | 11.6 | 9.0 |

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

Data for this table were reported by facilities with 12,839 of the 50,066 students (unweighted) in facilities that reported they were open in 1976.

* Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances using standard methods.

## B. CHANGES IN STUDENTS' SEVERITY OF IMPAIRMENTS

Table II.3 presents reported changes between 1976 and 1988 in the severity of the student populations of schools in the day and residential samples that were open in both years. About 61 percent of the day schools reported that since 1976 their student populations had become generally more severely impaired. These included 67 percent of the publicly operated day schools and 54 percent of the private day schools. Only 9 percent of the day schools, including [illegible] percent of the public schools and 16 percent of the private schools, reported that their current students were less severely impaired than those enrolled in 1976.

Residential schools were even more likely than day schools to report their current student populations to be more severely impaired than the student population in 1976 (75 percent as compared with 61 percent). They were also less likely to report their populations had become less severely impaired (5 percent as compared with 9 percent for day schools). Publicly operated residential schools were more likely to report their student populations had become more severely impaired than were private schools. Public residential schools primarily serving students with mental retardation (again generally State institutions for persons with mental retardation/developmental disabilities) were particularly likely to report their student populations as more severely handicapped (89 percent).

## C. CHANGES IN INSTRUCTIONAL STAFF TO STUDENT RATIOS

This section reports on change in staff-to-student ratios at separate facilities since [illegible]. The next section examines qualitative changes in staffing over the same period.

## Table II.3

### Reported Change in Severity of Impairment of Student Populations of Separate Day and Residential Schools Operating in 1976 and 1988 by Operating Agency and Primary Disability Served at Facility (Percent of Schools)

| Compared with students in 1976, current students are: | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Multiple Handicap | Total |
|---|---|---|---|---|---|---|
| DAY SCHOOLS | | | | | | |
| Public | | | | | | |
| More severely handicapped | * | 66.0 | * | * | * | 66.6 |
| About the same | * | 32.2 | * | * | * | 28.6 |
| Less severely handicapped | * | * | * | * | * | 4.8 |
| Private | | | | | | |
| More severely handicapped | 52.6 | 78.5 | 60.7 | * | 63.8 | 54.0 |
| About the same | 34.0 | 12.4 | 19.0 | * | 27.3 | 30.4 |
| Less severely handicapped | * | * | 20.3 | * | * | 15.6 |
| All Day Schools | | | | | | |
| More severely handicapped | 66.6 | 69.2 | 65.6 | * | 64.6 | 61.4 |
| About the same | 27.8 | 27.2 | 22.5 | * | 30.4 | 29.4 |
| Less severely handicapped | * | 3.6 | 11.9 | * | * | 13.2 |
| RESIDENTIAL SCHOOLS | | | | | | |
| Public | | | | | | |
| More severely handicapped | * | 89.0 | 74.1 | * | * | 82.5 |
| About the same | * | 6.6 | 19.3 | * | * | 13.2 |
| Less severely handicapped | * | 4.4 | * | * | * | 4.3 |
| Private | | | | | | |
| More severely handicapped | * | * | 73.7 | * | * | 71.2 |
| About the same | * | * | 24.5 | * | * | 23.9 |
| Less severely handicapped | * | * | 1.8 | * | * | 4.9 |
| All Residential Schools | | | | | | |
| More severely handicapped | * | 85.1 | 73.8 | 67.1 | * | 75.2 |
| About the same | * | 9.1 | 23.5 | 30.9 | * | 20.1 |
| Less severely handicapped | * | 5.7 | 2.7 | * | * | 4.7 |

Notes.

Data for this table were reported by 954 of the 984 facilities in the day school sample and 499 of the 514 facilities in the residential facility sample that reported they were open in 1976.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

### 1. Day Schools

Table II.4 presents changes in the ratios of instructional staff to students in day and residential schools between 1976 and 1988. Statistics for 1976 are again based on retrospective reports of facilities participating in the 1988 Survey of Separate Facilities. In general, day schools reported increases in their ratio of instructional personnel to students since the implementation of Public Law 94-142. The increase of .06 instructional staff members per student roughly equals another staff member per 16 students. Reported increases were largest in the public day schools in general (.08 as compared with .02 among private schools). Increases of about 1 teacher per 12 students were reported by day schools for students with mental retardation.

Compared to data for the 487 separate facilities surveyed in both 1979 and 1988 and reported in the previous chapter, day facilities in general appeared to experience greater increases in staff-student ratios. It is important to note that these increases were based on retrospective reports as well as for a different (and larger) sample of facilities. Therefore, it is difficult to evaluate the differences between the results from these two analyses. However, both indicate that staff-student ratios have increased modestly since the late 1970's and that public separate day facilities have increased the number of staff per student more than have private day schools.

### 2. Residential Schools

Among residential schools reporting instructional personnel and students for both 1976 and 1988 there was a reported increase of about .08 instructional staff members per student. This represented about one

Table II.4

Estimated Change in the Instructional Staff to Student Ratio in Separate Day and Residential Schools Operating in 1976 and 1988 by Operating Agency, Current Size, and Primary Disability Served at Facility
(Net Change in Number of Staff per Student)

| | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Multiple Handicap | Total |
|---|---|---|---|---|---|---|
| DAY SCHOOLS | | | | | | |
| All public day schools | * | .10 | * | * | * | .08 |
| All private day schools | .08 | .04 | .03 | * | * | .02 |
| All day schools | .08 | .09 | .06 | .21 | .05 | .06 |
| RESIDENTIAL SCHOOLS | | | | | | |
| All public residential schools | * | .25 | -.13 | * | * | .08 |
| All private residential schools | * | * | .09 | * | * | .08 |
| All residential schools | * | .22 | .05 | .08 | .14 | .08 |

Notes.
Data for this table were provided by facilities with 38,370 of the 107,036 students (unweighted) in the day facilities and 12,365 of the 50,066 students (unweighted) in the residential facilities reporting that they were open in 1976.
Dashes indicate cells with one or fewer responding facilities in 1988.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

additional instructional staff member per 12 students. Residential schools for students with mental retardation and multiple handicaps, generally State mental retardation/developmental disabilities institutions, showed the largest general increases, with a combined increased ratio of .17. Among State institutions the increases were .2, or one additional instructional staff member for each five students. Residential schools for students with emotional disturbance which was noted have slightly more than half the total students in residential schools increased their ratio of instructional staff to students by .05, or about one additional instructional staff member for every 20 students.

Again, while the estimated magnitude of change from these analyses of retrospective reports differs from the changes found in comparing 1979 and 1988 responses for the set of resurveyed facilities, the pattern of greater increases in staff-student ratios for public compared to private residential facilities was confirmed.

## D. ADMINISTRATORS' PERCEPTIONS OF QUALITATIVE CHANGES

### 1. Day Schools

Table II.5 summarizes the responses of administrators of day schools operating in 1976 and 1988 regarding changes taking place in their facilities over that period. Responses are presented as the percentage of administrators agreeing with selected statements.

Overall, administrators of surveyed day schools saw their facilities changing in directions specifically intended in P.L. 94-142. Administrators overwhelmingly noted increased contact with parents since the implementation

Table II.5

Percentage of Administrators Agreeing with Statements About Qualitative Changes in Separate Day Schools Operating Between 1976 and 1988 by Operating Agency

| As compared with 1976 . . . | Mental Retardation | Emotional Disturbance | Multiple Handicap | Total |
|---|---|---|---|---|
| PUBLIC | | | | |
| • Facility staff has had increased contact with parents | 88.1 | * | * | 83.2 |
| • Instructional staff hired by the facility has more appropriate training | 92.3 | * | * | 86.7 |
| • More appropriate alternative placements are available to students leaving this facility | 72.3 | * | * | 70.6 |
| • The facility provides more individualized program planning | 85.7 | * | * | 87.7 |
| • There is increased cooperation with other facilities, programs, and agencies | 92.0 | * | * | 92.5 |
| • Students at the facility have more opportunities to interact with non-handicapped peers | 69.1 | * | * | 65.4 |
| • Facility monitors individual educational development more closely | 92.6 | * | * | 92.0 |
| PRIVATE | | | | |
| • Facility staff has had increased contact with parents | 80.2 | 80.5 | * | 80.0 |
| • Instructional staff hired by the facility has more appropriate training | 89.6 | 84.1 | * | 83.3 |
| • More appropriate alternative placements are available to students leaving this facility | 76.0 | 63.5 | 75.4 | 71.8 |
| • The facility provides more individualized program planning | 98.1 | 89.9 | * | 89.6 |
| • There is increased cooperation with other facilities, programs, and agencies | 90.6 | 89.0 | * | 85.2 |
| • Students at the facility have more opportunities to interact with non-handicapped peers | 69.5 | 36.2 | 48.2 | 50.7 |
| • Facility monitors individual educational development more closely | 95.4 | 87.3 | * | 85.6 |

Notes.
Data for this table were reported by administrators of 961 of the 984 (unweighted) facilities in the day facility sample reporting that they were open in 1976.
*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.
SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

of Public Law 94-142 (83 percent among public day schools and 80 percent among private day schools). Day school administrators were also extremely likely to see improvement in the appropriateness of training of the instructional staff of their schools (87 percent among public day schools and 83 percent among private day schools). Administrators were highly likely to report improvements in the monitoring of individual education development following the implementation of Public Law 94-142 (92 percent of public day schools and 86 percent of private day schools). Administrators of public and private day schools overwhelmingly noted increased cooperation with other facilities, programs and agencies (93 percent and 85 percent, respectively), and improvements in the provision of more individualized program planning than before implementation of Public Law 94-142 (88 percent and 90 percent, respectively). Relatively low percentages of day school administrators (although still majorities) indicated greater opportunities for day students to interact with nonhandicapped peers (65 percent and 51 percent, respectively). However, administrators of private schools for students with emotional disturbance were less likely to see improvements in the availability of such opportunities (36 percent). Improvements in the availability of appropriate alternative placements for students leaving the facility were also noted by a relatively low proportion of public and private day school administrators (71 percent and 62 percent, respectively). Of course, it must be recognized that schools not reporting improvements in areas that Public Law 94-142 was tacitly or explicitly written to affect, were not necessarily inferior to schools reporting improvement in those areas. For example, the fact that some schools did not report improvements in the training of the instructional staff they hire could also suggest that personnel preparation for the types of staff required by these facilities may have been more adequate in 1976 than for other facilities.

## 2. Residential Schools

Table II.6 summarizes the responses of administrators of facilities in the residential school sample operating in both 1976 and 1988 regarding selected changes taking place in their facilities over that period. Responses are presented as the percentage of administrators agreeing with the statements shown in Table II.6.

Like administrators of day schools for students with handicaps, residential school administrators were generally quite prone to see changes in their schools following the enactment of P.L. 94-142 that were of the nature intended. For example, over three-quarters of administrators in both public and private residential schools observed that there was increased contact between staff and parents since 1976. Administrators were also likely to perceive improvement in the training of instructional staff hired by residential schools (83 percent and 87 percent for public and private schools respectively). Over 90 percent of administrators in both public and private residential schools noted improvements in two key aspects of special education: providing individualized education program planning and monitoring individual educational development. Like the counterparts in day schools, administrators of residential schools less often saw improvement providing opportunities for their students to interact with nonhandicapped peers, although majorities did report improvements (64 percent in public residential schools and 56 percent in private residential schools). Residential schools

Table II.6

Percentage of Administrators Agreeing with Statements About Qualitative Changes in Separate Residential Schools Operating Between 1976 and 1988 by Operating Agency

| As compared with 1976 . . . | Mental Retardation | Emotional Disturbance | Multiple Handicap | Total |
|---|---|---|---|---|
| PUBLIC | | | | |
| • Facility staff has had increased contact with parents | 80.3 | 72.4 | * | 78.5 |
| • Instructional staff hired by the facility has more appropriate training | 80.5 | 82.0 | * | 83.0 |
| • More appropriate alternative placements are available to students leaving this facility | 79.8 | 55.3 | * | 72.2 |
| • The facility provides more individualized program planning | 97.9 | 96.0 | * | 97.3 |
| • There is increased cooperation with other facilities, programs, and agencies | 95.8 | 86.2 | * | 93.7 |
| • Students at the facility have more opportunities to interact with non-handicapped peers | 64.2 | 50.3 | * | 64.0 |
| • Facility monitors individual educational development more closely | 97.0 | 96.7 | * | 96.0 |
| PRIVATE | | | | |
| • Facility staff has had increased contact with parents | * | 76.4 | * | 77.1 |
| • Instructional staff hired by the facility has more appropriate training | * | 86.2 | * | 86.7 |
| • More appropriate alternative placements are available to students leaving this facility | 76.5 | 76.1 | 50.3 | 66.8 |
| • The facility provides more individualized program planning | * | 92.0 | * | 92.5 |
| • There is increased cooperation with other facilities, programs, and agencies | * | 88.1 | * | 87.8 |
| • Students at the facility have more opportunities to interact with non-handicapped peers | 70.7 | 48.3 | 65.6 | 56.5 |
| • Facility monitors individual educational development more closely | * | 90.9 | * | 91.2 |

Notes.

Data for this table were reported by administrators of 502 of the 514 (unweighted) facilities in the residential facility sample reporting that they were open in 1976.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

SOURCE: Survey of Separate Facilities, conducted in 1988 as part of this study.

for students with emotional disturbance were least likely to see improvements in this area (50 percent and 48 percent of public and private schools, respectively), although they were more likely to report improvement than were administrators of day schools for these students. Like the day school administrators, residential school administrators usually reported improvement in availability of appropriate alternative placements for their students, but at a somewhat lower frequency than most of the other areas of potential improvement. About 72 percent of public residential school administrators and 67 percent of private residential school administrators noted improvements in alternative placements. In both public and private day and residential schools, administrators overwhelmingly and consistently noted improvements in cooperation between their programs and other facilities, programs and agencies.

# THE STUDY OF PROGRAMS OF INSTRUCTION FOR HANDICAPPED CHILDREN AND YOUTH IN DAY AND RESIDENTIAL FACILITIES

## VOLUME II:

## CURRENT STATUS AND CHANGES IN SEPARATE FACILITIES FOR STUDENTS WITH HANDICAPS

## TECHNICAL APPENDICES

# TECHNICAL APPENDIX II.A:

# DEFINITIONS OF HANDICAPPING CONDITIONS USED IN SURVEY OF SEPARATE FACILITIES

## INTRODUCTION

The following nine population modules were provided to sampled facilities, based on the primary handicapping conditions reported to exist among their students:

- Emotional disturbance or behavior disorders
- Health impairments
- Hearing impairments
- Learning disabilities or speech or language impairments
- Mental retardation
- Orthopedic impairments
- Visual impairments
- Multiple handicaps
- Noncategorial or other handicaps.

Each population module contained detailed definitions of hte handicapping conditions referred to in the module, including a definition of the primary disability of the students to be reported in the module, subcategories and/or levels of severity of impairment within the primary disability, and categories of potential secondary disabilities. In order to provide sufficient detail to assist facilities in reporting students accurately and to standardize reports by facilities across the States, these definitions differed somewhat from those provided by the U.S. Department of Education. The definitions provided to respondents are shown in this appendix.

## DEFINITIONS: EMOTIONALLY DISTURBED OR BEHAVIOR DISORDERED MODULE

(A) **PRIMARY DISABILITY, EMOTIONALLY DISTURBED OR BEHAVIOR DISORDERED:** Chronic exhibition of situationally inappropriate behavior or thought which deviates substantially from behavior considered appropriate to one's chronological and mental age such that it interferes with learning, interpersonal relationships, and social adjustment to an extent that it justifies psychotherapeutic or behavioral intervention.

A.1 Attention Deficit Disorders: Characterized by developmentally inappropriate impulsivity and inattention, often associated with hyperactivity that affects in a significantly detrimental way a student's learning, interpersonal relationships, and social experiences.

A.2 Serious Conduct or Behavior Disorders: Characterized by conduct patterns that chronically and seriously violate the rights of others or the cultural expectations for social behavior of a person of that developmental level; including anti-social, aggressive, delinquent, and persistently and purposely disruptive behavior.

A.3 Anxiety or Withdrawal Disorders: Characterized by chronic and debilitative feelings of nervousness, apprehension, and tension in normal social situations, reluctance or refusal to participate in normal social situations, or to interact with other people.

A.4 Pervasive Developmental Disorders: Characterized by major pervasive deviations from normal psychological, social, and communicative development from early childhood that are differentiated from those of severe or profound mental retardation by being unassociated with any normal developmental stage (commonly diagnosed as Autism or Childhood Schizophrenia).

A.5 Substance Abuse or Dependence Disorders: Consumption of mood or behavior modifying substances to the extent that use is pathological (leads to chronic intoxication, loss of personal control, or dependence), causes significant impairment of social, educational, or vocational functioning, and is persistent (has been ongoing for at least a month); substance abuse may also be associated with physiological dependence.

A.6 Psychotic or Schizophrenic Thought Disorders: Characterized by chronic or episodic deviation from normal thought patterns in ways perceived to be irrational, delusional, hallucinary, incoherent, or disconnected from reality; may include extremely obsessive, phobic, and perseverative behavior (but not including Autism or Childhood Schizophrenia--see A.4 above).

A.7 Other types of Emotional Disturbance or Behavior Disorder: Any other type of emotional disturbances or behavior disorders that have been diagnosed as the primary disability of children in this facility, but that are not subsumed under the given categories.

(B) SERIOUS SECONDARY DISABILITY OF EMOTIONALLY DISTURBED OR BEHAVIOR DISORDERED: A serious secondary disability is a disability that is serious enough that in the absence of the primary disability, a student would still be considered handicapped. A direct and common manifestation of a primary disability should not be considered a secondary disability. If an individual child has more than one serious secondary disability, please count only the most serious secondary disability for that individual.

B.1 No Secondary Disability: The total number of children with no diagnosed secondary disability.

B.2 Mild or Moderate Mental Retardation[1]: Significantly subaverage I.Q. with accompanying deficits in adaptive behavior, more specifically demarcated in I.Q. by the subclassifications mild (I.Q. = 53-69) and moderate (I.Q. = 36-52).

B.3 Severe or Profound Mental Retardation[1]: Significantly subaverage I.Q. with accompanying deficits in adaptive behavior, more specifically demarcated in I.Q. by the subclassifications severe (I.W. = 20-35) and profound (I.Q. = 19 or below).

B.4 Emotionally Disturbed or Behavior Disorders

B.5 Hearing Impairment: Hearing losses such that it is difficult to hear speech from a distance of more than a few feet without amplification, generally includes those with a hearing loss of 26 decibels or more across the speech range.

B.6 Visual Impairment: Maximally corrected visual acuity of 20/70 in the better eye, needing assistive devices or large type for reading activities, or serious limitations in major life activities due to impaired vision.

B.7 Speech or Language Impairment: Serious communication disorders of speech (e.g., articulation disorders, stuttering, or voice impairments) or significantly retarded or deviant language development that is not attributable to one's age, learning a nonprimary language, relatively lower intelligence, or sensory impairment.

B.8 Learning Disabled: Normal or above normal I.Q. with academic progress significantly below the student's mental age expectation, but not attributable to impairment of sensory acuity, emotional disturbance, or to factors of language, culture, or opportunity to learn.

B.9 Orthopedic Impairment: Nonsensory physical impairments or health problems of such a severity that special environmental adaptations, activities, training equipment, instructional materials, and services are required in performing normal activities of learning and daily living.

B.10 Other or Unspecified Impairment: Includes all other types of disability not included in the above categories.

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[1] MENTAL RETARDATION: Level of mental retardation assumes that I.Q. was measured using a test having a standard deviation of 15. If a scale with a different standard deviation is used please assume, by convention, that mild has a standard deviation from the mean of more than 2, but less than or equal to 3; moderate, more than 3 but less than or equal to 4; severe, 4 to 5; and profound, greater than 5.

## DEFINITIONS: HEALTH IMPAIRED MODULE

(A) **HEALTH IMPAIRED:** Nonsensory health problems that require adaptation in the physical environment, activities, equipment, instructional materials, and services used in education and residential settings.

A.1 Respiratory Conditions: Chronic respiratory conditions of a severity such that special environmental conditions, equipment, activities or educational programs are required in performing the normal activities of learning and daily living (e.g., severe asthma, cystic fibrosis, or tuberculosis).

A.2 Circulatory Conditions: Chronic conditions of the circulatory, blood, or blood forming organs such that special environmental conditions, equipment, activities or educational programs are required in performing the normal activities of learning and daily living (e.g., heart conditions, hemophilia, or leukemia).

A.3 Autism or Childhood Schizophrenia: Major personality deviation from normal psychological, social, and communication development from early childhood that are differentiated from those of severe or profound mental retardation by their being unassociated with any normal developmental stage; behavior is often characterized by detachment from other persons and ritualistic and compulsive nature (was included in the emotional disturbances category by the Department of Education until 1981).

A.4 Other Health Impairments: Please indicate any other types of health impairments that are primary handicapping conditions of the children of your facility.

## SERIOUS SECONDARY DISABILITIES OF HEALTH IMPAIRED

B. SERIOUS SECONDARY DISABILITIES: A serious secondary disability is a disability that is serious enough that in the absence of the primary disability, a child would still be considered handicapped. A direct and common manifestation of a primary disability should not be considered a secondary disability. If an individual child has more than one serious secondary disability, please count only themost serious secondary disability for that individual.

B.1 No Secondary Disability

B.2 Mild or Moderate Mental Retardation

B.3 Severe or Profound Mental Retardation

B.4 Emotionally Disturbed or Mental Retardation

B.5 Hearing Impairment

B.6 Visual Impairment

B.7 Speech or Language Impairment

B.8 Learning Disabled

B.9 Orthopedic Impairment

B.10 Other or Unspecified Impairment

## DEFINITIONS: HEARING IMPAIRED MODULE

### PRIMARY DISABILITY

A. **HEARING IMPAIRMENT:** Hearing loss such that it is difficult or impossible to hear speech from a distance of more than a few feet without amplification, which by convention, generally includes those with a hearing threshold of 26 decibels or more across the speech range and includes persons with deafness (those whose hearing impairment precludes successful processing of linguistic information through audition, with or without a hearing aid, and is generally associated with a hearing threshold of 90 or more decibels across the speech range.)

Prelingually Deaf: Deafness present at birth or occurring prior to the development of language.
Postlingually Deaf: Deafness occurring after the development of language.

A.1 or A.4 **Mild or Normal Hearing Loss:** Hearing threshold of 40 decibels or less across the speech range.

A.2 or A.5 **Moderate Hearing Loss:** Hearing threshold of 41 to 70 decibels across the speech range.

A.3 or A.6 **Severe or Profound Hearing Loss:** Hearing threshold of 71 or more decibels across the speech range.

### SERIOUS SECONDARY DISABILITIES OF HEARING IMPAIRED

B. **SERIOUS SECONDARY DISABILITIES:** A serious secondary disability that is serious enough that in the absence of the primary disability, a child would still be considered handicapped. A direct and common manifestation of a primary disability should not be considered a secondary disability. If an individual child has more than one serious secondary disability, please count only the most serious secondary disability for that individual.

B.1 No Secondary Disability

B.2 Mild or Moderate Mental Retardation

B.3 Severe or Profound Mental Retardation

B.4 Orthopedic or Other Health Impairment

B.5 Emotional Disturbance or Behavior Disorders

B.6 Legally Blind

B.7 Other Visual Impairment

B.8 Learning Disabled

B.9 Other or Unspecified Impairment

## DEFINITIONS: LEARNING DISABILITIES OR SPEECH OR LANGUAGE IMPAIRMENTS MODULE

### PRIMARY DISABILITY

(A) **LEARNING DISABLED:** Normal or above normal I.Q. with academic progress significantly below one's mental age expectations that is not attributed to impairment of sensory acuity, emotional disturbance, or to factors of language, culture, or opportunity to learn.

**SPEECH OR LANGUAGE IMPAIRMENT:** Serious communication disorders of speech (e.g., articulation disorders, stuttering, or voice impairments) or significantly retarded or deviant language development that is not attributable to one's age, learning a nonprimary language, relatively lower intelligence, or sensory impairment.

A.1 Mild/Moderate Learning Disability: Academic achievement in age-level equivalents in either reading or mathematics that is more than 50 percent of mental age, where age level equivalent equals grade level plus 5 years and mental age equals I.Q. multiplied by chronological age.

A.2 Severe Learning Disability: Academic achievement in age level equivalents in either reading or mathematics that is less than 50 percent of mental age, where age level equivalent equals grade level plus 5 years and mental age equals I.Q. multiplied by chronological age.

A.3 Speech Impairment: Serious communication disorders of speech (e.g., articulation disorders, stuttering, voice impairment).

A.4 Language Impairment: Serious communication disorders due to significantly retarded or deviant language development that is not attributable to one's age, learning a nonprimary language, relatively lower intelligence, or sensory impairment.

A.5 Other: Please indicate any other types of primary handicapping conditions of the children who are diagnosed as learning disabled or having speech or language impairment.

### SERIOUS SECONDARY DISABILITIES OF LEARNING DISABLED OR SPEECH OR LANGUAGE IMPAIRED

B. SERIOUS SECONDARY DISABILITIES: A serious secondary disability is a disability that is serious enough that in the absence of the primary disability, a child would still be considered handicapped. A direct and common manifestation of a primary disability should not be considered a secondary disability. If an individual child has more then one serious secondary disability, please count only the most serious secondary disability for that individual.

B.1 No Secondary Disability

B.2 Speech or Language Impairment

B.3 Learning Disabled

B.4 Orthopedic or Other Health Impairment

B.5 Emotional Disturbance or Behavior Disorders

B.6 Hearing Impairment

B.7 Visual Impairment

B.8 Other Impairment

## DEFINITIONS: MODULE ON MENTAL RETARDATION

### PRIMARY DISABILITY

A. **Mental Retardation:** Significantly subaverage I.Q. (below 70) with accompanying deficits in adaptive behavior.[1]

A.1 **Mildly Retarded:** Meeting definition of mental retardation with I.Q. in the range of 53-69.

A.2 **Moderately Retarded:** Meeting definition of mental retardation with I.Q. in the range of 36-52.

A.3 **Severely Retarded:** Meeting definition of mental retardation with I.Q. in the range of 20 -35.

A.4 **Profoundly Retarded:** Meeting definition of mental retardation with I.Q. below 20.

### SERIOUS SECONDARY DISABILITIES OF MENTALLY RETARDED

B. **SERIOUS SECONDARY DISABILITY:** A serious secondary disability is a disability that is serious enough that in the absence of the primary disability, a child would still be considered handicapped. A direct and common manifestation of a primary disability should not be considered a secondary disability. If an individual child has more than one serious secondary disability, please count only the most serious secondary disability for that individual.

B.1 No Secondary Disability

B.2 Orthopedic or Other Health Impairment

B.3 Emotional Disturbance or Behavior Disorders

B.4 Hearing Impairment

B.5 Visual Impairment

B.6 Speech or Language Impairment

B.7 Autism

B.8 Other or Unspecified Impairment

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[1] MENTAL RETARDATION: Level of mental retardation assumes that I.Q. was measured using a test having a standard deviation of 15. If a scale with a different standard deviation is used, please assume, by convention, that mild has a standard deviation from the mean of more than 2, but less than or equal to 3; moderate, fore than 3 but less than or equal to 4; severe, 4 to 5; and profound, greater than 5.

## DEFINITIONS: ORTHOPEDIC IMPAIRED MODULE

### PRIMARY DISABILITY

(A) **ORTHOPEDICALLY (PHYSICALLY) IMPAIRED:** Nonsensory physical limitations of a severity such that special environmental adaptation, training equipment or materials are required in performing normal activities of learning and daily living.

A.1 Cerebral Palsy: Diagnosed as having cerebral palsy and experiencing significant impairment in the control of muscle groups.

A.2 Quadriplegia: Paralysis of all four limbs.
Paraplegia: Paralysis of legs.
Hemiplegia: Paralysis of one half of the body.

A.3 Missing or Deformed Limbs: Congenitally malformed extremities or congenital and surgical amputation.

A.4 Other Neurological or Musculoskeletal Conditions: Any other primary handicapping condition that is directly related to the neurological or musculoskeletal system.

### SERIOUS SECONDARY DISABILITIES OF ORTHOPEDICALLY IMPAIRED

B. **SERIOUS SECONDARY DISABILITIES:** A serious secondary disability is a disability that is serious enough that in the absence of the primary disability, a child would still be considered handicapped. A direct and common manifestation of a primary disability should not be considered a secondary disability. If an individual child has more than one serious secondary disability, please count only the most serious secondary disability for that individual.

B.1 No Secondary Disability

B.2 Mild or Moderate Mental Retardation

B.3 Severe or Profound Mental Retardation

B.4 Emotionally Disturbed or Behavior Disorders

B.5 Hearing Impairment

B.6 Visual Impairment

B.7 Speech or Language Impairment

B.8 Learning Disabled

B.9 Health Impairment

B.10 Other or Unspecified Impairment

A. VISUAL IMPAIRMENT: Maximally corrected visual acuity of 20/70 in the better eye, needing assistive devices or large type for reading activities, or serious limitations in major life activities due to impaired vision.

A.1 Functionally Blind: No measurable acuity, although often with light perception (awareness of light) and light projection (awareness of the direction from which light is coming).

A.2 Legally (but not functionally) Blind: Useful vision beyond light perception but maximum acuity in the better eye of 20/200 or less or a visual field of no greater than 20 degrees.

A.3 Partially Sighted: Maximally corrected visual acuity between 20/70 and 20/200 in the better eye or who needs assistive devices or larger type for reading activities, or is seriously limited in the major life activities by impaired vision.

A.4 Deaf-Blind: Maximum acuity in the better eye of 20/200 or less or a visual field of no greater than 20 degrees and a severe impairment in processing of linguistic information through audition, with or without a hearing aid (generally associated with a hearing loss of 90 or more decibels across the speech range).

## SERIOUS SECONDARY DISABILITIES OF VISUALLY IMPAIRED

B. SERIOUS SECONDARY DISABILITIES: A serious secondary disability is a disability that is serious enough that in the absence of the primary disability, a child would still be considered handicapped. A direct and common manifestation of a primary disability should not be considered a secondary disability. In [illegible]ividual child has more than one serious secondary disability, please count only the most serious secondary disability for that individual.

B.1 No Secondary Disability

B.2 Mild or Moderate Mental Retardation

B.3 Severe or Profound Mental Retardation

B.4 Orthopedic or Other Health Impairment

B.5 Emotional Disturbance or Behavior Disorders

B.6 Hearing Impairment

B.7 Speech or Language Impairment

B.8 Learning Disabled

B.9 Other or Unspecified Impairment

## DEFINITIONS: MULTIPLY-HANDICAPPED MODULE

**Multiply handicapped** is defined as having two or more handicapping conditions that are so severely disabling that a single primary handicapping condition cannot be diagnosed. If a child has more than two severe handicapping conditions, please count only the two conditions that you consider to be the greatest impairment to his or her intellectual, social, or vocational development.

B.1 Severe or Profound Mental Retardation

B.2 Mild or Moderate Mental Retardation

B.3 Deaf
or
C.1

B.4 Hearing Impairment (not deaf)
or
C.2

B.5 Blind
or
C.3

B.6 Other Visual Impairment (not Blind)
or
C.4

B.7 Orthopedic (Physical) Impairment
or
C.5

B.8 Health Impairment
or
C.6

B.9 Autistic
or
C.7

B.10 Emotional Disturbance and Behavior Disorders
or
C.8

B.11 Other or Unspecified Impairment
or
C.9

## DEFINITIONS: NONCATEGORICAL AND OTHER HANDICAPS

This module is intended for children who are not classified or categorized by handicap, or whose handicapping condition does not fit into one of the major diagnostic groups.

## SERIOUS SECONDARY DISABILITIES

C.1 Severe or Profound Mental Retardation

C.2 Mild or Moderate Mental Retardation

C.3 Deaf

C.4 Hearing Impairment (not deaf)

C.5 Blind

C.6 Other Visual Impairment (not blind)

C.7 Deaf and Blind

C.8 Orthopedic (Physical) Impairment

C.9 Health Impairment

C.10 Autistic

C.11 Emotional Disturbance and Behavior Disorders

C.12 Other or Unspecified Impairment

# TECHNICAL APPENDIX II.B:

# DESIGN AND IMPLEMENTATION OF THE SAMPLE FOR THE SURVEY OF SEPARATE FACILITIES

# I. OVERVIEW

The separate day and residential facilities for students with handicaps included in this study were selected from a sample frame compiled from a large number of sources, designed to represent the population of facilities exclusively or primarily serving handicapped persons. The frame contained almost 10,000 facilities. From this frame, a sample of 6,451 were selected, of which 2,580 were identified as eligible for the study. Of eligible facilities, 1,941 (75.2%) responded to the survey. Data obtained from the 1,194 responding facilities were weighted to represent the estimated universe of facilities in the United States (3,889 facilities).

In this appendix we discuss the design and implementation of the sample. In the remainder of Section I, we first define the universe, or study population; we then present the research goals and their relation to the sample design. Section II is devoted to the construction of the sample frame. In Section III, we discuss the selection of the sample, including the issues of stratification, stages of selection, and sampling rates. Section IV presents the procedures used to construct sample weights. Finally, in Section V, we discuss the procedures used to compute sampling errors for the survey results and present standard errors and confidence intervals for sample estimates of totals and proportions.

## A. DEFINITION OF THE UNIVERSE OF INTEREST

This study focuses on the educational services received by children who spend all or major portions of their day in separate facilities that exclusively or primarily serve handicapped persons. Some of these facilities operate day programs that provide instruction and related services; others are residential schools in which educational services are provided either by facility staff or by staff of other agencies to at least some residents on campus. The day and residential facilities of interest for the study include those operated by states, LEAs, IEUs, and private organizations in any of the fifty States and the District of Columbia.

The separate facilities of interest were defined as those at which a regular program of activities is provided during the times normally set aside for supervised activities for children and youths (that is, 8:00 A.M. to 3:00 P.M., Monday through Friday), and which are designed to help children learn to adjust normally to their environment. Moreover, eligible programs must be administratively and physically separate programs: special classrooms or programs within regular schools under the authority of a single principal would not be included. To be included in the study, facilities must serve at least some children or youth between the ages of 0 and 22.

One modification to the original conception of the universe of interest entailed the exclusion of foster-care placements. The request for proposals had indicated that the definition of residential facilities used by the Center for Residential and Community Services at the University of Minnesota be followed, implying that State-sponsored (licensed or contracted) foster care be included in the universe. However, the inclusion of State-sponsored foster-care without the inclusion of county programs would (1) capture only a small portion of the foster-care placements for children and youths with handicaps, (2) result in substantial variation among States in terms of the proportion of foster-care "facilities" for handicapped children that were included in the sample frame, and (3) cause substantial variation in the representation of foster homes for different disability groups. Small group homes (with fewer than 16 residents) were also excluded as being extremely unlikely to provide educational services on-site, except as home-bound instruction, not as a separate educational facility.

Two other specific types of residential facilities which serve handicapped children were excluded from the definition of the population for this study:

- Correctional facilities which do not primarily serve handicapped children
- Acute care hospitals in which handicapped children may be living on a short-term basis

While some handicapped children are placed in correctional facilities, these facilities in many cases do not identify these children as handicapped, nor would they be able to provide accurate information on their characteristics or educational services. In addition, including such facilities would have added considerably to an already complex sample frame development task.

Acute-care hospitals were also excluded from the facilities of interest for this study. There are, in fact, educational programs that operate within acute-care hospitals. However, the average length of stay during which educational services are provided is generally short, and children return to their usual educational environment. Conversely, there are hospitals which specialize in serving children on a long-term basis. These hospitals are those that provide rehabilitation services or treat children with chronic diseases, or are psychiatric facilities for emotionally disturbed children; these types of facilities were included in the sample frame.

In defining the universe of separate programs, it was necessary to distinguish between training centers which operate as part of the educational system and (other) sheltered workshops or activity centers. Only those facilities which are designed to serve children and youths exclusively, obtain clients from the educational system, and provide both systematic training (classroom or other) and work or life-skills experience were included in the sample frame.

It was not always possible to determine from the sample frame sources whether a given facility met the eligibility criteria for inclusion in the study. If a facility could be determined to be ineligible from information available in the source document, it was excluded from the sample frame. However, if there was any doubt about eligibility, the facility was included. Items on the survey screening instrument were used to identify and exclude from the analysis any ineligible facilities that were included in the sample frame.

## B. RESEARCH GOALS AND SAMPLE DESIGN

A sample is not designed in a vacuum. The sampling process is motivated by the goals of the research, or questions to be addressed, and is constrained by cost and other practical considerations. The sample for the survey of separate facilities was designed to meet the general goals of providing descriptive data to aid a Congressionally mandated evaluation of education agency procedures, and forming the basis for future studies. More specific objectives include providing precise estimates for subgroups defined by handicapping condition[1], and to produce estimates for other subsets of facilities, such as those also surveyed in the 1978-79 OCR study of special purpose facilities. The basic sampling strategy to meeting this objective has the following characteristics:

- A large overall sample, with many facilities selected with certainty
- Oversampling of facilities serving low-incidence handicapping conditions
- Selection of facilities with a probability proportional to size, weighting the facilities in accordance with the number of children serviced, to produce statements regarding the nature and quantity of services received by these students

A large sample is needed to achieve the desired level of precision, especially for subgroups, although sampling with certainty increases the precision of estimates for those groups in which all facilities are selected to participate in the survey. Requirements for precise subgroup estimates also leads to oversampling facilities with low-incidence conditions. Selection with probability proportional to size recognizes, that for policy

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[1] These conditions, defined by federal regulations (see 34 CFR III 3000.5) are:

- Mental retardation
- Hardness of hearing
- Deafness
- Speech impairment
- Visual handicaps
- Serious emotional disturbance
- Orthopedic impairment
- Other health impairment
- Deaf-blind
- Multiple handicaps
- Specific learning disabilities

making reason the number of students served is more important than the number of schools. This selection strategy gives equal collective importance to two facilities serving 250 persons each as to five facilities serving 100 children each, and facilitates analysis in support of such statements as "X percent of children are in facilities offering a particular type of training," rather than statements such as "Y percent of facilities provide a particular type of training." (It is still possible to produce statements of the latter type, but different weights are required.)

The initial target sample size was the equivalent of a simple random sample of approximately 250 facilities for each of ten handicapping condition, for a total of 2,500. However, because of the varying numbers of facilities serving students with different conditions, an equal allocation of the sample to each subgroup would not be efficient. For some groups it would not be necessary to select as many as 250 because a large proportion of the population (in some cases 100 percent) would be sampled.[2] For other groups, more than 250 facilities would be needed for some estimates, because selection with probability proportional to size requires weighting to restore the correct proportionality to the sample, and weighting tends to increase the variance of estimates compared to a simple random sample of the same size.[3]

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[2] If f is the proportion of the population sampled, and sampling is without replacement, then the variance of a sample statistic y is $(1-f)*S_y^2/n$, where $S_y^2$ is the estimate of the population variance and n is the sample size. Thus, if half of the population is sampled, the variance will be the same as if a sample twice as large was taken from an infinite population.

The best sample design for producing precise estimates for the overall population of separate facilities is not necessarily the same design that would best produce precise estimates of subgroups of facilities providing services to students with particular handicapping conditions. The number of separate facilities serving children with low incidence handicapping conditions (such as deaf-blind) are small. In order to obtain precise estimates for these facilities they must be selected at higher rates (with a greater probability of selection) than separate facilities serving children with mental retardation or other higher incidence handicapping conditions. Setting different rates of selection requires differential weighting of the data, increasing the variances of the overall estimates. We approached this problem by drawing a large sample with many facilities (including those serving the largest numbers of children) selected with certainty, and by increasing the effective sample size for each subgroup by obtaining information on children from all handicap groups served at each facility so

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[3] A formula for estimating the increase in variances due to weighting is:

$$\text{Increase} = \frac{\Sigma W_h K_h^2}{(\Sigma W_h K_h)^2},$$

where $W_h$ is the proportion of sample cases having weight $K_h$.

In general, when the range of weights is 2 or 3 to 1, the increase in variances is minimal. Good discussions of this issue can be found in any well-known text on survey sampling, such as Chapter 11 of Survey Sampling by Leslie Kish (1965).

that facilities serving children from different handicap groups would contribute information--be part of the sample--for the analysis of each subgroup based on the students' handicapping condition.

# II. CONSTRUCTION OF SAMPLE FRAME

## A. SOURCES AND PROCESS

Having a good sample frame is important to the success of any survey effort. A sample frame is a way of identifying members of the population--a list from which members of the population being studied can be selected using probability methods. Sometimes the frame is such that selection is direct, that is, the unit sampled from the list is the unit being studied. (This is called an element sample.) Sometimes cost or lack of a list of elements in the universe lead to a multi-stage procedure in which a series of selections (for example, first of States or counties, then tracts, and blocks, and finally a sample of households) leads to the selection of the unit of interest. (These are called complex, or clustered samples.) With regard to facilities, the sample for this study is an element sample; for statements made about students, the sample is a cluster sample, where the facility is the primary sampling unit.

For the survey of separate facilities, there were several lists available, which could be used to select element samples of facilities, but none, standing alone, was adequate for use as a sample frame. If a frame is not complete (that is, all members of the population are not included), there is a risk of bias from undercoverage. None of the available lists met the criterion of completeness. Thus, a frame had to be constructed from the sources known to be available. As described below, an initial master frame, which included 8,651 facilities, was constructed from a number of sources. After the initial frame was used in the pilot survey, concerns remained about completeness of coverage, so supplemental sources were used to augment the initial frame.

## B. INITIAL FRAME

The process of developing a national sample frame of separately administered educational facilities for handicapped students was begun by identifying and acquiring all known and available national lists. This included thirteen printed directories and four computerized sources (see Table II.B.1). Information from the printed lists was coded and data entered, and the computerized lists were reformatted and read into a standardized master file.

Because of the use of multiple lists, some of which covered the same subpopulations (that is, overlapped in coverage), it was necessary to check the frame for duplicates. Facilities appearing on more than one list were collapsed into one record on the sample frame, with a field indicating on which lists the facility hand appeared. In some cases it was not clear whether the listings were actual duplicates. When possible, facilities were called to resolve the problem. If the resolution was not clear, both records were kept and duplicates within the sample were identified and eliminated during the survey. After the unduplication process, the initial frame contained records for 8,651 facilities.

The initial sample frame computer file provided for data on a number of variables describing the facilities, including location, type of ownership, age range of individuals served, total number and handicapping conditions of individuals served, and number of children (ages 0 to 22) served. Not all

## TABLE II.B.1

## UNIVERSE OF FACILITIES LIST OF SOURCES

| Source | Publisher | Date | Edition | Type of Directory |
|---|---|---|---|---|
| The Directory for Exceptional Children | Porter Sargent Publishers, Inc. | 1984 - 1985 | 10th | Print |
| The FCLD Learning Disabilities Resource Guide | The Foundation for Children with Learning Disabilities | 1985 | Revised 2nd | Print |
| Directory of Programs Serving Children and Adults with Autism | National Society for Children and Adults with Autism | 1985 | 5th | Print |
| Directory of Agencies Serving the Deaf-Blind | The Helen Keller National Center for Deaf-Blind Youth and Adults | 1981 | 2nd Printing | Print |
| List of Special Schools | Market Data Retrieval | 1985 | --- | Print |
| Programs and Services for the Deaf in the United States | American Annals of The Deaf | 1985 | Vol. 130, No. 2 | Print |
| American Hospital Association Guide to the Health Care Field | American Hospital Association | 1984 | --- | Print |
| Directory of Members | National Association of Private Residential Facilities for the Mentally Retarded | 1985 - 1986 | --- | Print |
| Directory of Agencies Serving the Visually Handicapped in the United States | American Foundation for the Blind | 1984 | 22nd | Print |

TABLE II.B.1 (continued)

| Source | Publisher | Date | Edition | Type of Directory |
|---|---|---|---|---|
| Mental Health Residential Facilities with Patients Age 18 or Younger | National Institute for Mental Health | 1985 | --- | Print |
| List of Programs for the Physically Disabled | Center for Residential and Community Services, University of Minnesota | 1985 | --- | Print |
| Directory of Public and Private Programs for Emotionally Disturbed Children and Youth | ORYX Press | 1985 | --- | Print |
| Directory of Residential Treatment Facilities for Emotionally Disturbed Children | ORYX Press | 1985 | --- | Print |
| Directory of Residential Facilities for Mentally Retarded Children | Center for Residential and Community Services, University of Minnesota | 1982 | --- | Tape |
| List of Special Schools | Quality Education Data | 1985 | --- | Tape |
| Public Schools Universe File and School District File | National Center for Education Statistics | 1982 - 1983 | --- | Tape |
| Directory of Residential Facilities for Emotionally Disturbed Children | The School of Social Service Administration, The University of Chicago | 1986 | --- | Tape |

sources provided data on all variables. In particular, information on the number of children by handicapping condition(s) served was frequently unavailable. Also the number of children served was not consistently available.

## C. SUPPLEMENTARY SOURCES

During the pilot study, it was discovered that some facilities on State lists of schools for the handicapped did not appear on the initial frame. Because of this, other sources of lists were obtained to supplement the frame:

- Lists of facilities available from State agencies
- A list of elementary and secondary schools surveyed by the Office of Civil Rights in 1984, which included information on the percent of special education students.

The State lists, which were obtained for all States, varied greatly in coverage. Generally, they included State and regionally operated facilities; some also contained licensed private facilities. Few covered separate facilities operated by local public school districts.

The 1984 OCR list included primarily public schools operated by LEAs. The decision was made that a school with at least 75 percent of its students in special education had a high likelihood of being an eligible separate facility. Only schools meeting this criterion were added to the sample frame.

After facilities from the supplemental sources were added, another check was made for apparent duplicates. After unduplicating, there were a total of 9,988 facilities listed, as shown below by source:

- Initial frame -- 8,651

- Supplemental State lists -- 1,131
- 1984 OCR list -- 206.

During screening, another supplement to the frame was used. Some elements on the frame were found to be administrative offices, some of which operated separate facilities that did not on the frame. These additional facilities were listed and subsampled. This screening supplement, referred to as the "administrative" sample, identified 397 administrative units. The 306 such units that were interviewed reported 142 separate facilities under their control, of which 81 were selected for the survey.

# III. SAMPLE SELECTION

As described above, the sample of separate facilities was selected with varying probabilities. Actual selection took place in stages, with the pilot sample being selected only from the initial frame; the remaining sample was chosen from the initial frame, with additional rounds of selection made using the final (supplemented) frame. In order to facilitate the selection with differential probabilities and to ensure adequate representation of key subgroups, selection was conducted from a stratified frame.

In the remainder of Section III, we describe the stratification of the sample frame, the stages of selection, and the sampling rates used.

## A. STRATIFICATION

A step preliminary to selecting the sample of separate facilities was to divide the sample frame into three main strata based on what was known about the handicap conditions of the children served: (1) facilities believed to serve children who all had the same primary handicapping condition, (2) facilities believed to serve children from more than one primary handicap group, and (3) facilities about which there was no available information on the handicaps of the children served. The same stratification was used for both the initial and the supplemented frames.

Second, within each stratum, the facilities were divided in the following size categories, based on the total number of children served:

- 1 to 15
- 16 to 25
- 26 to 50
- 51 to 75
- 76 to 100

- 101 to 150
- 151 to 250
- 251 to 500
- 501 or more
- Unknown

The distribution of facilities by size category and sample frame sources within each stratum is shown in Tables II.B.2, II.B.3, and II.B.4; the number of selections from each cell is indicated in parentheses.

Two of the strata were further subdivided based on the type of handicapping conditions(s) served. Within the stratum of facilities serving only one handicap group (Stratum 1), the objective was to maximize coverage of all groups and try to achieve the required sample sizes for each. Unfortunately, with one exception, the number of facilities serving each group was very small. Fifty-five percent (1,391 out of a total of 2,535) of facilities in Stratum 1 served mentally retarded persons, leaving an average of 127 facilities serving each of the other nine groups. Two sampling strategies were employed within this stratum: a sample of facilities serving mentally retarded persons was selected (with probability proportional to size); every other facility serving a single handicap group was selected with certainty. The number of facilities serving mentally retarded persons selected was large enough to provide a sufficient sample of this handicap group, and by sampling the facilities serving mentally retarded persons at a rate near 1 in 2, the variation in sampling rates was limited, minimizing any increases (due to differences in probabilities of selection) in the variances of estimates for the total sample or for subclasses defined by criteria other than handicap served.

TABLE II.B.2

## DISTRIBUTION OF FACILITIES IN INITIAL SAMPLE FRAME, BY STRATUM AND SIZE CATEGORY

(Sample Size in Parentheses)

| Total Number of Children Served | Total | | Stratum 1: Facilities Serving One Handicap Group | | Stratum 2: Facilities Serving More Than One Handicap Group | | Stratum 3: Unknown Which Handicap Groups Served | |
|---|---|---|---|---|---|---|---|---|
| 1 to 15 | 685 | (97) | 53 | (35) | 88 | (7) | 544 | (55) |
| 16 to 25 | 496 | (156) | 62 | (55) | 136 | (24) | 298 | (77) |
| 26 to 50 | 1,881 | (925) | 160 | (142) | 410 | (137) | 1,311 | (646) |
| 51 to 75 | 735 | (530) | 70 | (57) | 272 | (152) | 393 | (321) |
| 76 to 100 | 459 | (414) | 42 | (36) | 177 | (138) | 240 | (240) |
| 101 to 150 | 499 | (496) | 51 | (48) | 178 | (178) | 270 | (270) |
| 151 to 250 | 761 | (756) | 50 | (45) | 161 | (161) | 550 | (550) |
| 251 to 500 | 308 | (308) | 22 | (22) | 82 | (82) | 204 | (204) |
| 501 or more | 233 | (233) | 17 | (17) | 46 | (46) | 170 | (170) |
| Unknown | 2,594 | (1,533) | 1,529 | (739) | 599 | (451) | 466 | (343) |
| Total | 8,651 | (5,448) | 2,056 | (1,196) | 2,149 | (1,376) | 4,446 | (2,876) |

---

[1] This stratum contained the following distribution of facilities by handicap served: mentally retarded (1,227 facilities), emotionally disturbed (109), learning disabled (226), speech and language impaired (5), orthopedically impaired (53), deaf and hearing impaired (26), visually impaired (13), deaf-blind (221), other health impaired (133), and multihandicapped (3).

All facilities except those serving the mentally retarded were selected with certainty.

[2] This stratum contained 113 facilities in which one of the handicap groups served was deaf-blind; this group was selected with certainty.

## TABLE II.B.3

## DISTRIBUTION OF FACILITIES IN 1984 OCR INITIAL SAMPLE FRAME, BY STRATUM AND SIZE CATEGORY

(Sample Size in Parentheses)

| Total Number of Children Served | Total | | Stratum 1: Facilities Serving One Handicap Group | | Stratum 2: Facilities Serving More Than One Handicap Group | | Stratum 3: Unknown Which Handicap Groups Served | |
|---|---|---|---|---|---|---|---|---|
| 1 to 15 | 35 | (21) | 22 | (19) | 13 | (2) | 0 | (0) |
| 16 to 25 | 26 | (15) | 14 | (12) | 12 | (3) | 0 | (0) |
| 26 to 50 | 51 | (21) | 20 | (18) | 31 | (13) | 1 | (1) |
| 51 to 75 | 27 | (27) | 11 | (11) | 16 | (16) | 1 | (1) |
| 76 to 100 | 23 | (22) | 10 | (9) | 13 | (13) | 0 | (0) |
| 101 to 150 | 23 | (23) | 4 | (4) | 19 | (19) | 0 | (0) |
| 151 to 250 | 15 | (13) | 7 | (5) | 8 | (8) | 0 | (0) |
| 251 to 500 | 4 | (4) | 0 | (0) | 4 | (4) | 0 | (0) |
| 501 or more | 0 | (0) | 0 | (0) | 0 | (0) | 0 | (0) |
| Unknown | 0 | (0) | 0 | (0) | 0 | (0) | 0 | (0) |
| Total | 206 | (158) | 88 | (78) | 116 | (78) | 2 | (2) |

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## TABLE II.B.4

## DISTRIBUTION OF FACILITIES IN STATE LISTS SAMPLE FRAME, BY STRATUM AND SIZE CATEGORY

(Sample Size in Parentheses)

| Total Number of Children Served | Total | | Stratum 1: Facilities Serving One Handicap Group | | Stratum 2: Facilities Serving More Than One Handicap Group | | Stratum 3: Unknown Which Handicap Groups Served | |
|---|---|---|---|---|---|---|---|---|
| 1 to 15 | 685 | (98) | 15 | (12) | 26 | (2) | 24 | (16) |
| 16 to 25 | 496 | (157) | 23 | (22) | 34 | (6) | 8 | (8) |
| 26 to 50 | 50 | (931) | 50 | (25) | 61 | (32) | 11 | (11) |
| 51 to 75 | 735 | (535) | 21 | (6) | 16 | (15) | 3 | (3) |
| 76 to 100 | 459 | (414) | 12 | (5) | 16 | (16) | 5 | (5) |
| 101 to 150 | 499 | (496) | 20 | (10) | 4 | (4) | 7 | (7) |
| 151 to 250 | 761 | (756) | 9 | (6) | 5 | (5) | 7 | (7) |
| 251 to 500 | 308 | (308) | 3 | (3) | 3 | (3) | 1 | (1) |
| 501 or more | 233 | (233) | 3 | (3) | 3 | (3) | 0 | (0) |
| Unknown | 2,594 | (1,972) | 235 | (178) | 218 | (149) | 288 | (208) |
| Total | 1,131 | (765) | 391 | (270) | 386 | (235) | 354 | (266) |

Where the handicapped conditions of the persons served were known, but facilities appeared to provide services for students from more than one handicap group (Stratum 2), the sample design also attempted to guarantee sufficient sample sizes for each subgroup based on handicapping condition. Since there were only 113 facilities in this stratum where deaf-blind persons were among those receiving services, these facilities were selected with certainty, to maximize the number of facilities serving deaf-blind in the sample. All others were sampled with probability proportional to size.

For almost one-half (48 percent) of the facilities there was no information available regarding the handicap groups served (Stratum 3). It was decided to select a sample from this stratum that would yield approximately the same proportion of these facilities within the total sample as they were within the frame. These facilities were also selected with probability proportional to size.

## B. STAGES OF SAMPLE SELECTION

Selection of the sample took place in four stages:

- Selection from the initial frame
- Reselection (actually a selection out of the frame) from the initial frame
- Selection from the supplemental frames
- Selection from administrative units

Once the initial frame was stratified, as described in Section A above, a sample of 5,900 facilities was chosen. Of these, 556 were selected for the pilot sample, leaving 5,344 for the main survey. Specific selection rates are explained in Section C below.

When it was decided to use supplemental lists, it became necessary to reduce the total number of cases selected from the initial frame and to set new sampling rates for some cells in the initial frame. This was done by randomly selecting 452 facilities (which were not part of the pilot sample) to exclude from the main survey. The final sample from the initial frame includes 556 selected for the pilot survey and 4,892 from the main study, for a total of 5,448 facilities. (The final distribution of the sample is shown in Table II.B.2 above.)

Selection from the supplemental frames was then made. A total of 923 facilities were selected; 765 from the supplemental State lists and 158 from the 1984 OCR list. The distribution of these samples is shown in Tables II.B.3 and II.B.4, above. The total sample selected from the frame (original plus supplemental) is 6,371 facilities.

Selection of facilities associated with administrative units took place during data collection. A total of 142 separate facilities were identified and found not to be on the sample frame; 81 of these were selected for the study.

Actual sample selection was made by computer. Within each stratum/size category the facilities were arrayed by their unique MPR identification number and given a sequential number from one to the total number of facilities in the stratum/size category. Selections with certainty were first made, then selections where sampling was required. Sampling without replacement was used. The computer selection program generated a set of random numbers within each stratum/size category equal to the number of selections to be made and identified the selected facilities (those for which the sequential numbers equalled the random numbers). If a facility was selected more than once, another random number was generated identifying another facility for selection.

## C. SAMPLING RATES

Table II.B.5 shows the sampling rates by stratum within the initial sample frame and within the supplemental lists combined. As discussed above selection with certainty was specified extensively in the sample design. There were only three types of facilities where certainty sampling was not used exclusively: facilities where the handicap groups served were not known (Stratum 3); the facilities serving more than one handicap group not including the deaf-blind (in Stratum 2); and facilities exclusively serving persons with mental retardation (in Stratum 1). For the sampled facilities, selection was made in proportion to the number of children (ages 0 to 22) served. Even among these facilities, a substantial number were selected with certainty: 1,238 of the facilities where the handicap served was unknown (all of these facilities serving more than 100 children from the initial frame or more than 16 children from the supplemental lists); 20 of the facilities serving only persons with mental retardation (all of these facilities serving more than 250 children); and 496 of the facilities serving more than one handicap group other than the deaf-blind (all facilities on the initial frame serving more than 100 children and more than 75 children from the supplemental lists).

## TABLE II.B.5

## SAMPLE RATES BY STRATUM/SIZE CATEGORY AND FRAME

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### Stratum 1: Facilities Serving One Handicap Group

Except for facilities serving mentally retarded children, all facilities serving each handicap group were sampled with certainty. For facilities serving mentally retarded children:

| # of Children | INITIAL | SUPPLEMENTAL |
|---|---|---|
| 1-15 | 1 in 13.00 | 1 in 13.00 |
| 16-25 | 1 in 9.00 | 1 in 2.50 |
| 26-50 | 1 in 10.00 | 1 in 28.00 |
| 51-75 | 1 in 14.00 | 1 in 8.50 |
| 76-100 | 1 in 4.00 | 1 in 5.00 |
| 101-150 | 1 in 2.50 | 1 in 3.00 |
| 151-250 | 1 in 1.50 | 1 in 2.25 |
| 251-500 | 1 in 1.00 | 1 in 1.00 |
| 501 + | 1 in 1.00 | 1 in 1.00 |
| Unknown size | 1 in 3.42 | 1 in 4.35 |

### Stratum 2: Facilities Serving More Than One Handicap Group

Take all facilities serving any deaf-blind children. Of remaining facilities:

| # of Children | INITIAL | SUPPLEMENTAL |
|---|---|---|
| 1-15 | 1 in 12.57 | 1 in 9.75 |
| 16-25 | 1 in 9.75 | 1 in 5.11 |
| 26-50 | 1 in 3.13 | 1 in 1.38 |
| 51-75 | 1 in 1.86 | 1 in 1.03 |
| 76-100 | 1 in 1.30 | 1 in 1.00 |
| 101-150 | 1 in 1.00 | 1 in 1.00 |
| 151-250 | 1 in 1.00 | 1 in 1.00 |
| 251-500 | 1 in 1.00 | 1 in 1.00 |
| 501 + | 1 in 1.00 | 1 in 1.00 |
| Unknown size | 1 in 1.36 | 1 in 1.46 |

### Stratum 3: Unknown Which Handicap Groups Served

| # of Children | INITIAL | SUPPLEMENTAL |
|---|---|---|
| 1-15 | 1 in 9.89 | 1 in 2.40 |
| 16-25 | 1 in 3.87 | 1 in 1.00 |
| 26-50 | 1 in 3.13 | 1 in 1.00 |
| 51-75 | 1 in 2.03 | 1 in 1.00 |
| 76-100 | 1 in 1.22 | 1 in 1.00 |
| 101-150 | 1 in 1.00 | 1 in 1.00 |
| 151-250 | 1 in 1.00 | 1 in 1.00 |
| 251-500 | 1 in 1.00 | 1 in 1.00 |
| 501 + | 1 in 1.00 | 1 in 1.00 |
| Unknown size | 1 in 1.36 | 1 in 1.39 |

The sampling rates were somewhat different then these originally planned because:

- The facilities chosen for the pilot survey were not selected out at the stage prior to selecting from the supplemental frames
- At least two selections were made per cell, unless there was only one facility in the cell.

# IV. WEIGHTS

Sample weights are required because different sampling rates were used, and because response rates varied across cells. Use of unweighted data would overrepresent some groups and underrepresent others. To the extent that these groups are different with regard to study variables, unweighted results would be biased.

Below we discuss the computation of sample weights. Two sets of weights are used:

- Weights for the full sample
- Weights for use in analyzing data from facilities that responded to the mail questionnaire and thus provided data on the full range of items.

## A. FULL SAMPLE WEIGHTS

For facilities other than those selected through the administrative sample, the sample weight is the product of:

- Sampling weight
- Non-response adjustment
- Duplication adjustment

If there were no responding facilities in a cell where selections had been made, that cell was combined with a neighbor cell for the purpose of calculating weights.

The sampling weight is the inverse of the selection rate; this component of the weight adjusts for differing chances of selection. It is computed by taking the ratio of the total number of facilities on the frame to the total number selected. (If rates were different for selections made from the initial and supplemental frames, the sampling weight accounts for this.)

The non-response adjustment is computed by taking, for each cell, the ratio of the number of eligible facilities to the number of responding facilities.

The duplication adjustment is needed because not all duplicates could be eliminated before sampling and because the chance of duplication varied by cell. We estimated the number of duplicates for the entire list and computed a cell-by-cell adjustment, such that a cell with no observed duplicates would have an adjustment factor of 1.0, and cells with more duplicates would have corresponding lower adjustment rates.

## B. WEIGHTS FOR MAIL QUESTIONNAIRES

The full sample weights were computed for those facilities that responded to either version of the questionnaire (mail or telephone). However, a significant portion of the analysis was done with data available only from the mail questionnaire. Therefore, it was necessary to prepare two weights, so that the weighted numbers of schools and students would be as accurate as possible regardless of whether the data came from the mail questionnaire subsample or the full set of responding facilities.

The adjustments for the mail subsample were based on subcells. The subcells, defined above, were post-stratified by whether the facility's program was classified as day or residential. Some subcells had no observations, and so were collapsed with neighboring cells. For facilities, the mail version adjustment for any subcell was calculated as:

> the sum of the full sample weights for all respondents divided by the sum of the full sample weights for only those facilities that responded by mail.

For students in any subcell, the adjustment was:

> the weighted sum of students for all respondents (using full sample weights) divided by the weighted sum of students in facilities responding by mail.

## V. ESTIMATION OF STANDARD ERRORS AND CONFIDENCE INTERVALS

In this section we describe the estimation of standard errors and confidence intervals for three classes of variables:

- Total numbers of schools and students
- Sample proportions
- Sample means

As described above, the universe of schools was subdivided by size and category(s) of handicap among the population served. In ten of the cells from the combined initial and supplement frames facilities were sampled with probability less than 1.0. As shown in Table II.B.6, these ten cells tended to include smaller facilities and the nature of the handicapping condition(s) among the student population was frequently unknown. These cells provided slightly less than half of the final sample. Their weights were larger than average, though, and the sum of weights for these ten cells was slightly more than half of the sum of weights for the entire sample.

We estimated the sample variances by a procedure known as "balanced repeated replications (BRR)." For each of the ten cells in which there was sampling, we randomly divided the sample into two equal halves. We then created half samples by selecting a random half from each of the ten strata and combining these random halves with the full samples from the remaining "certainty" strata. We multiplied the weights of the random half sample facilities by two, and recomputed the estimates of interest for each

## TABLE II.B.6

## CELLS WHICH WERE SUBDIVIDED INTO RANDOM HALF-SAMPLES FOR VARIANCE ESTIMATION

| Stratum | Size |
|---|---|
| 3 (Unknown Handicap) | Unknown |
| 3 (Unknown Handicap) | 1 - 15, 16 - 25 |
| 3 (Unknown Handicap) | 26 - 50 |
| 3 (Unknown Handicap) | 51 - 75 |
| 1 (One Handicap: Mentally Retarded) | Unknown Size |
| 1 (One Handicap: Mentally Retarded) | All Known Sizes (1-15 through 500+) |
| 2 (Multiple Handicaps: Other Than Deaf-Blind) | Unknown Size |
| 2 (Multiple Handicaps: Other Than Deaf-Blind) | 1 - 15, 16 - 25, 26 - 50 |
| 2 (Multiple Handicaps: Other Than Deaf-Blind) | 51 - 75 |
| 2 (Multiple Handicaps: Other Than Deaf-Blind) | 76 - 100 |

half sample. This provided a separate set of estimates for each of the ten half-samples, and the overall estimate of variance was obtained by computing the variation among the 10 half-samples. For a description of the BRR method used, see Leslie Kish and Martin Frankel, "Balanced Repeated Replications for Standard Errors," Journal of the American Statistical Association, 1970, 65, 1071.

The basic statistic computed was an estimate of the sample variance. (For simple random samples, the sample variance is expressed as $S^2/n$, where $S^2$ is the variance of the estimate and n is the number of cases on which the estimate is based, or for proportions, $pq/(n-1)$, where p is the proportion of interest and q is 1.0 minus p.) A variance was calculated for each of the row and column estimates in a subset of tables presented in this report. To interpret these variances, two points should be kept in mind. The first is that the individual variance estimates themselves are subject to error, since they are also based on samples. This is particularly true for small groups, where the number of schools actually included in the sample can be very small. The second point is that there is a systematic relationship between the size of the estimate and its precision. The larger the estimate, the greater its precision, i.e. the smaller its variance and standard error.

The values presented in the tables in the following sections are derived from the sample variance, and are:

- the standard error, which is the square root of the sample variance
- the coefficient of variation, or the ratio of the standard error to the sample statistic
- the 95 percent confidence interval around the estimate, which is ± 1.96 times the standard error.

## A. SAMPLING ERRORS FOR ESTIMATES OF THE NUMBERS OF FACILITIES AND STUDENTS

For these estimates, we measured precision by a statistic known as the "coefficient of variation (CV)". It is the ratio of the standard error of an estimate to the estimate itself. For many of the larger estimates, the CV is in the 4 to 6 percent range, which means that the 95 percent confidence interval (±1.96 times the standard error) is within 8 to 12 percent of the estimate itself. For example, if we estimate that there are 1,000 facilities in a particular category and the coefficient of variation is 4 percent, we would be 95 percent certain that the population value was between 920 and 1,080. For smaller estimates, the coefficient of variation is much larger, perhaps as large as 20 or 30 percent. As a consequence, we do not present estimates of the standard errors for groups of schools where the sample estimate is less than 20 or for groups of students where the sample estimate is less than 800.

Because the variances and standard errors are themselves estimated with error, we present no individual calculations. Instead, we present "pooled" estimates based on a statistical model. For both estimates of the number of facilities and students, we found that there was a systematic relationship between the size of the estimate and its coefficient of variation. We calculated separate regression equations for the two groups of estimates (estimates of numbers of facilities and numbers of students), and the coefficients of variation that we used are obtained from the regression estimate, rather than the variance calculation for any particular estimate. In particular, for estimates of the number of facilities, the correlation between the estimate and the coefficient was -.688 and the coefficient of variation can be estimated by the formula: (CV = 0.393 - .1131 times the log of the estimated number of facilities). For estimates of the number of students, the correlation was -.435 and the regression formula for the coefficient of variation was: CV = 0.360 - .061 times the estimated number of students. Use of the pooled estimate of standard errors and confidence intervals reduces the instability due to random sampling fluctuations in the calculation of individual estimates, and provides more stable results.

In Tables II.B.7 and II.B.8, we present estimates of the coefficients of variation, standard errors and 95 percent confidence intervals for illustrative values. This can be used for any estimate of the number of students or facilities above the specified lower size limit. For example, there are an estimated 17,701 students in private day schools where the primary disability served is emotional disturbance. Interpolating from Table II.B.8, we estimate the coefficient of variation to be .116 - .77 times (.116 - .098) = .104. The standard error is 17,701 multiplied by .104 = 1,841 and the 95 percent confidence interval is 17,701 ± 3,608.

## B. SAMPLING ERRORS FOR ESTIMATES OF PROPORTIONS

Variances were computed using the BRR technique for thirty-one proportions, representing a cross section of day and residential and public and private subgroups.

The variances were compared to the variances which would be expected from a simple random sample (SRS). The SRS variance for a proportion p is, as defined earlier, pq/(n-1). The ratio of the calculated variance to the SRS variance is called the design effect. We computed an average design effect,

## TABLE II.B.7

## ESTIMATED COEFFICIENTS OF VARIATION, STANDARD ERRORS AND NINETY-FIVE PERCENT CONFIDENCE INTERVALS FOR ESTIMATED NUMBERS OF SCHOOLS

| Estimated (Weighted) Number of Schools | Coefficient of Variation | Standard Error | 95% Confidence Interval |
|---|---|---|---|
| 25 | .236 | 6 | ± 12 |
| 75 | .181 | 14 | ± 27 |
| 125 | .156 | 20 | ± 38 |
| 200 | .133 | 27 | ± 52 |
| 300 | .113 | 34 | ± 66 |
| 400 | .099 | 40 | ± 78 |
| 500 | .088 | 44 | ± 86 |
| 600 | .079 | 47 | ± 93 |
| 700 | .072 | 50 | ± 99 |
| 800 | .065 | 52 | ±102 |
| 900 | .059 | 53 | ±104 |
| 1000 | .054 | 54 | ±106 |
| 1250 | .044 | 55 | ±108 |
| 1500 | .034 | 51 | ±100 |

NOTES: The results of this table are intended to apply to any of the estimates of the number of facilities which are of size 20 or larger.

The coefficient of variation is the ratio of the standard error of an estimate to the estimate itself.

The standard errors shown were calculated by a variance estimation method known as balanced repeated replications (BRR).

## TABLE II.B.8

## ESTIMATED COEFFICIENTS OF VARIATION, STANDARD ERRORS AND NINETY-FIVE PERCENT CONFIDENCE INTERVALS FOR ESTIMATED NUMBERS OF STUDENTS

| Estimated (Weighted) Number of Students | Coefficient of Variation | Standard Error | 95% Confidence Interval |
|---|---|---|---|
| 1000 | .177 | 177 | ± 347 |
| 2000 | .159 | 318 | ± 623 |
| 3000 | .148 | 444 | ± 870 |
| 4000 | .140 | 560 | ±1098 |
| 5000 | .134 | 670 | ±1313 |
| 6000 | .130 | 780 | ±1529 |
| 8000 | .122 | 976 | ±1913 |
| 10000 | .116 | 1160 | ±2274 |
| 20000 | .098 | 1960 | ±3842 |
| 30000 | .087 | 2610 | ±5116 |
| 40000 | .079 | 3160 | ±6194 |
| 50000 | .073 | 3650 | ±7154 |
| 60000 | .068 | 4080 | ±7997 |
| 80000 | .061 | 4880 | ±9565 |
| 100000 | .055 | 5500 | ±10780 |
| 150000 | .044 | 6600 | ±12936 |

NOTES: The results of this table are intended to apply to any of the estimates of the number of students which are of size 800 or larger.

The coefficient of variation is the ratio of the standard error of an estimate to the estimate itself.

The standard errors shown were calculated by a variance estimation method known as balanced repeated replications.

the square root of which is used to adjust the standard errors appropriately. The 95 percent confidence intervals for various values of proportions and weighted sample sizes are presented in Table II.B.9.

## C. SAMPLING ERRORS FOR ESTIMATES OF MEANS

We calculated standard errors for the means of 13 continuous variables, all of which came from the "mail only" sample. There was no particular pattern to the standard errors, which were reexpressed in terms of the coefficient of variation. There was a mild relationship between the sample size (number of facilities) and the coefficient of variation. Consequently, we recommend that for estimates where the weighted sample size excluding missing values is under 600, a coefficient of variation of .12 be used. Where the weighted sample size is between 600 and 1400, a coefficient of variation of .11 should be used, and if the sample size is 1400 or more, a coefficient of variation of .10 should be used in interpreting sample results.

## TABLE II.8.9

## 95 PERCENT CONFIDENCE INTERVALS FOR PROPORTIONS TAKING DESIGN EFFECT INTO ACCOUNT

(Standard Errors in Parentheses)

| Weighted Sample Size | Value of p |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | .1 or .9 |  | .2 or .8 |  | .3 or .7 |  | .4 or .6 |  | .5 |  |
| 100 | 0.0857 | (.0437) | 0.1143 | (.0583) | 0.1309 | (.0668) | 0.1399 | (.0714) | 0.1429 | (.0729) |
| 200 | 0.0606 | (.0309) | 0.0808 | (.0412) | 0.0925 | (.0472) | 0.0990 | (.0505) | 0.1009 | (.0515) |
| 300 | 0.0494 | (.0252) | 0.0661 | (.0337) | 0.0757 | (.0386) | 0.0808 | (.0412) | 0.0825 | (.0421) |
| 400 | 0.0429 | (.0219) | 0.0570 | (.0291) | 0.0655 | (.0334) | 0.0700 | (.0357) | 0.0713 | (.0364) |
| 500 | 0.0382 | (.0195) | 0.0512 | (.0261) | 0.0586 | (.0299) | 0.0625 | (.0319) | 0.0639 | (.0326) |
| 600 | 0.0349 | (.0178) | 0.0466 | (.0238) | 0.0535 | (.0273) | 0.0570 | (.0291) | 0.0582 | (.0297) |
| 700 | 0.0323 | (.0165) | 0.0431 | (.0220) | 0.0494 | (.0252) | 0.0529 | (.0270) | 0.0539 | (.0275) |
| 800 | 0.0304 | (.0155) | 0.0404 | (.0206) | 0.0463 | (.0236) | 0.0494 | (.0252) | 0.0506 | (.0258) |
| 900 | 0.0286 | (.0146) | 0.0380 | (.0194) | 0.0437 | (.0223) | 0.0466 | (.0238) | 0.0476 | (.0243) |
| 1000 | 0.0270 | (.0138) | 0.0361 | (.0184) | 0.0414 | (.0211) | 0.0443 | (.0226) | 0.0451 | (.0230) |
| 1250 | 0.0243 | (.0124) | 0.0323 | (.0165) | 0.0370 | (.0189) | 0.0396 | (.0202) | 0.0404 | (.0206) |
| 1500 | 0.0221 | (.0113) | 0.0294 | (.0150) | 0.0337 | (.0172) | 0.0361 | (.0184) | 0.0368 | (.0188) |
| 1750 | 0.0204 | (.0104) | 0.0272 | (.0139) | 0.0314 | (.0160) | 0.0335 | (.0171) | 0.0341 | (.0174) |
| 2000 | 0.0192 | (.0098) | 0.0255 | (.0130) | 0.0292 | (.0149) | 0.0314 | (.0160) | 0.0319 | (.0163) |
| 2250 | 0.0180 | (.0092) | 0.0241 | (.0123) | 0.0276 | (.0141) | 0.0294 | (.0150) | 0.0302 | (.0154) |
| 2500 | 0.0171 | (.0087) | 0.0229 | (.0117) | 0.0263 | (.0134) | 0.0280 | (.0143) | 0.0286 | (.0146) |
| 2750 | 0.0163 | (.0083) | 0.0218 | (.0111) | (0.0249) | (.0127) | 0.0267 | (.0136) | 0.0272 | (.0139) |

Note: Sample size is number of facilities.

# TECHNICAL APPENDIX II.C:

## SURVEY PROCEDURES AND RESULTS FOR SURVEY OF SEPARATE FACILITIES FOR HANDICAPPED STUDENTS

# I. INTRODUCTION

This appendix describes the procedures used in the survey of day and residential facilities offering instructional programs to handicapped children and youth age 21 or younger, conducted as part of the Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities. This introduction to the appendix describes the goals of the survey of facilities and presents an overview of the information provided by the survey.

The main goals of the survey were to describe the nature of educational programs provided at separate day and residential facilities and the characteristics of the handicapped populations they serve, and to examine how these programs have changed since the passage of P.L. 94-142. In particular, the survey was designed to provide detailed information on separate facilities, e.g., administrative characteristics such as size, ownership, costs, and funding sources; staff characteristics such as number, professional background, and hours of service provided; population characteristics such as the numbers of students by type and severity of handicapping condition, age, sex, and race; and instructional and other programs or services offered by the facilities. The survey was designed to focus on facility practices, not individual students.

The survey included measures of several critical aspects of programs of instruction at separate facilities, specifically:

o The qualifications of the professional staff and the amount of staff time available to the students by specific category of staff

- The mode of delivery, content, and location of instructional programs
- The provision of evaluation and reassessment of student progress and needed, opportunities for activities and nonhandicapped peers, and transition services to existing students

It is these aspects of programs of instruction in separate facilities that State and local education agencies attempt to influence and improve. These aspects are those generally recognized as most likely to impact on the quality of education received by handicapped children and separate facilities. The aim of procedures to improve programs of instruction is to enable facilities to provide better and more appropriate educational services to handicapped children, and ultimately to help these children achieve their highest potential. For the purposes of the assessment called for by Congress in enacting the 1983 and 1986 Amendments to EHA, these aspects of programs of instruction are outcome measures for the study and the survey provides current national information on a very detailed level regarding these aspects of programs at separate facilities.

From the point of view of public policy in the area of education for the handicapped, another important outcome measured by the survey is the number and characteristics of children served in separate facilities and the movement of children in and out of such facilities. The survey provides detailed, national information on these aspects of the programs of instruction in separate facilities.

The survey also provides other detailed descriptive information on separate facilities unavailable from any other source and useful for national policy development. This information includes basic administrative characteristics of separate facilities and reports by facility directors of circumstances they face that affect their ability to provide quality special education services to handicapped children.

Thus, facility survey will make several key contributions:

- Describe the current characteristics of separate facilities, the students they serve, and the programs they offer
- Estimate changes since 1978-79 in such characteristics of separate facilities as types of educational programs and related services offered, staff available, and children served, for the subset of facilities included in the OCR survey
- Provide a baseline for future longitudinal assessment of changes in residential and day facilities on a wide range of student, program, and administrative variables.

## II. DEVELOPMENT OF SURVEY INSTRUMENTS AND PROCEDURES

Staff at the research contractor organizations (Mathematica Policy Research, Inc. and the University of Minnesota's Center for Residential and Community Service) designed the data collection strategy and instruments for this survey. In doing so, the research staff consulted with the Department of Education staff and the project's Technical Advisory Committee regarding the proposed data collection. The following experts in the field of educational services to children with handicaps were consulted on data availability, possible duplication of data collection effort, and the proposed data collection instruments and procedures:

Dr. Elizabeth Boggs

Dr. Robert Bruininks
University of Minnesota
Center of Residential and Community Services

Mr. John Clark
Assistant Administrator of Special Education
Nebraska Department of Education

Ms. Nancy Heyman
Division of Special Education
Pennsylvania Department of Education

Dr. David Holmes
Eden Institute

Dr. Luanna Meyer
Syracuse University
Division of Special Education and Rehabilitation

Dr. Susan Nelson
Executive Director
National Association of Private Schools
for Exceptional Children

Ms. Margaret Niederer
Department of Special Education Services
Illinois State Board of Education

Ms. Brenda Rawlings
Center for Demographics and Assessment
Gallaudet University

Dr. Ray Stevens
Austine School for the Deaf

Dr. Robert Van Dyke
South Metropolitan Association, Chicago

Dr. Richard Welsh
The Maryland School for the Blind

The survey development process also included two small scale pretests, conducted in March and October of 1986, and a large pilot study in the Fall of 1987. The remainder of this section describes the results of the pilot study and provides an overview of the final instruments and procedures.

## A. THE PILOT SURVEY

Because of the complexity of the instrumentation required to gather information about individual facilities and their programs, staff, and other information features and to develop a comprehensive and reliable means of describing students with a wide range of complex handicapping conditions, a pilot survey was conducted in the Fall of 1987 to test the survey instruments. The pilot was conducted in the same way as the full survey to also allow evaluation of the anticipated eligibility and response rates.

### 1. Pilot Study Procedures and Results

A pilot test with 556 facilities drawn from the larger sample of facilities was conducted between September and December 1987. A total of 544 facilities in the eight case study states were initially randomly selected for the pilot survey from the full sample. Because the eligibility rate among facilities selected for the pilot in Illinois was relatively low, an additional 12 facilities from the full Illinois sample were judgmentally added to the pilot sample, for a total of 556.

Telephone calls were made by trained interviewers to conduct screening interviews with facility staff. The results of the screening effort are summarized below:

| FINAL STATUS | | NUMBER | PERCENT |
|---|---|---|---|
| Eligible | - agreed to receive mail questionnaire | 277 | 49.8 |
| | - refused mail questionnaire | 2 | 0.3 |
| | Subtotal | 279 | 50.1 |
| Ineligible | - administrative unit | 21 | 3.8 |
| | - no services to handicapped | 66 | 11.9 |
| | - residential only | 40 | 7.2 |
| | - administered as part of regular school | 48 | 8.6 |
| | - located at regular school | 40 | 7.2 |
| | - services to adult handicapped only | 5 | 0.9 |
| | - no longer in operation | 9 | 1.6 |
| | Subtotal | 229 | 41.2 |
| Refusal to be interviewed | | 6 | 1.1 |
| Other nonresponse (never able to contact) | | 42 | 7.5 |
| | TOTAL | 556 | 100.0 |

Compared to original projections, there were fewer incomplete telephone screening interviews (8.6 percent in the pilot compared to a projected 10 percent) and more facilities identified as ineligible (41.2 percent compared to 20 percent). An additional 2 percent of pilot facilities were identified as ineligible after having received the mail questionnaire. Efforts to reduce the number of ineligible facilities identified prior to the telephone screening interview included analysis of eligibility by facility size and type (since very small residential facilities seldom offer educational services on site), the source list from which the facility was originally selected (certain sources included large proportions of small group homes or other ineligible facilities), and facility name (specifically, correctional facilities). However, only about 3 percent of the sample was able to be eliminated _a priori_ from information on the sample frame.

As a methodological experiment, a random half of the pilot sample was sent advance letters prior to beginning the telephone screening. Of the 287 facilities sent advance letters, 90.9 percent gave completed interviews (whether eligible or ineligible for the mail questionnaire follow-up), compared with 91.1 percent of the 269 facilities not sent advance letters. Sending an advance letter was not a major factor in persuading facilities to participate in the screening interview. The effort associated with completing the screening interview, measured in number of calls required or time spent with facility staff on the telephone did, however, differ depending upon whether an advance letter was sent.

As telephone screening interviews were completed and eligible facilities identified, reports were generated which indicated for each facility the specific questionnaire materials (main questionnaire and population modules) that should be sent. Each packet included, in addition to the questionnaire materials, a cover letter from the research contractor describing the materials and asking for participation in the mail phase of the study, a copy of a memorandum from the Director of the Office of Special Education Programs at the U.S. Department of Education to State directors of special education explaining the purpose of the study as a response to a Congressional mandate, and an addressed, postage-paid return envelope. Letters were sent to all facilities within two weeks to thank respondents who had returned the questionnaire and to encourage response form those who had not yet done so. At a later point, reminder telephone calls were made to determine that the questionnaire materials had been received and ascertain the plans the facility had for responding. At that time, respondents were also encouraged to complete the questionnaire and to call the research contractor staff if there were any questions or concerns about the survey.

It was determined in the reminder calls that a routine mailing of a second copy of the questionnaire materials was unnecessary and, in fact, was sometimes interpreted negatively. Therefore, the full survey procedures were revised to send additional copies of questionnaire materials only upon request. Further, the reminder calls determined that respondents required longer elapsed time than originally anticipated to complete and return the questionnaires.

The response to the mail questionnaires as of December 28, 1987, is summarized below:

| STATUS | | NUMBER | PERCENT |
|---|---|---|---|
| Returned Completed Questionnaire | | 120 | 44.0 |
| Determined Ineligible | | 10 | 3.6 |
| Refusal | | 26 | 9.3 |
| Questionnaire Not Yet Received | | 123 | 44.1 |
| | TOTAL | 279 | 100.0 |

An analysis was conducted of the nonresponding facilities by type of program offered (day or residential), size (number of children and youth with handicaps served by the facility), types of handicapping conditions among the students, and age ranges of students served. (These data were obtained from the telephone screening interview.) There were no substantive differences on any of these characteristics when responding facilities were compared with facilities refusing or failing to respond to the mail questionnaire. Similar analyses have been conducted for the full survey and nonresponse adjustments made, by means of weights, to survey estimates (See Technical Appendix II.B).

## 2. Revisions Based on Pilot Study Findings

The results of the pilot survey indicated that several changes in survey instruments and procedures were required. The major results and consequent changes in the survey methodology are summarized below:

- Over 40 percent of the contacted facilities were found to be ineligible once contacted by telephone and only a small fraction of these could be eliminated from the sample based solely on information available prior to screening.
- Therefore, an advance mailing return form was sent to all sampled facilities in the full survey to identify as many ineligible facilities as possible prior to telephone screening. This did reduce the overall ineligibility rate but reduced the costs and respondent burden associated with telephone screening.
- A small number of facilities which had been screened as eligible by telephone were determined to be ineligible after receipt of the mail questionnaire materials.
- Therefore, questions were added to or revised in the screening interview to identify correctional facilities, facilities with short average lengths of stay, and facilities with programs for nonhandicapped students in the same buildings as for handicapped students.

- Facilities required a longer than anticipated period of time for responding to the mail questionnaire and reminder telephone calls were more productive than second mailings of the survey instrument.

- Therefore, longer periods were allowed between the initial mailing and reminder contacts by letter and telephone. Also, second mailings of questionnaires were only made upon request.

- Facilities were able to provide at least some of the critical data items from the mail questionnaire by telephone.

- Therefore, nonrespondents to the mail survey were encouraged to conduct an abbreviated interview by telephone.

- Facilities responding by mail generally provided complete information which was internally consistent, requiring few callbacks after editing. However, apparently a number of facilities failed to respond because the burden of acquiring precise information for every requested item was too great; in some cases the information was not available to the facility at all.

  Therefore, facility directors were encouraged to call the research contractor if the effort required to provide the requested information was anticipated to exceed one to two hours. Arrangements were made to identify less burdensome ways to provide the required data, such as conducting the abbreviated telephone interview. In addition, facility directors were allowed to note items for which data were not available and encouraged to complete the remainder of the questionnaire.

- Both responding and nonresponding facilities noted the length of the mail questionnaire as a factor in respondent burden and the decision not to participate.

  Therefore, a number of questions for which data was difficult to compile and alternative indicators were available were deleted from the mail questionnaire. The questionnaire was also reordered and reformatted to improve the flow and ease of responding. The main questionnaire was reduced by approximately 20 percent in length.

- Some facilities, particularly those providing early intervention services, found it difficult to provide information on their students by handicapping condition since formal diagnoses may not have been made.

Therefore, a population module for noncategorical and other handicap groups was added.

- The overall response rate to the mail questionnaire was low.

  Therefore, a number of revisions were made to increase the expected response rate. These included shortening and improving the format of the mail questionnaire materials; providing more information on the importance and uses of the survey data; offering a copy of the executive summary to the final report; encouraging contact with the research contractor to resolve problems; allowing a longer period for responding; designing a shorter version of the questionnaire to be administered.

  In addition, some items were moved from the mail questionnaire to the telephone screener to permit more extensive analysis of nonrespondents to the mail component of the survey.

## B. OVERVIEW OF REVISED SURVEY INSTRUMENTS AND PROCEDURES

The survey instruments used in the survey of facilities included:

- a one-page form mailed to sampled facilities in advance of telephone contact, asking for information on key eligibility criteria
- a verification and screening interview to be conducted by telephone
- two versions of a main questionnaire, one for residential facilities and another for day programs, designed to be mailed to and completed by facility staff
- a set of population modules for specific handicapping conditions, also designed for self-administration.

Each instrument had a specific purpose. The purpose of the one-page advance form allowed facilities to provide information on certain characteristics (such as whether the facility provides special education services to handicapped students and whether the facility is a correctional program for juvenile offenders) that permitted determination of ineligibility for at least some facilities prior to contacting them by telephone. This allowed more appropriate targeting of study resources toward facilities most likely to be eligible and reduced the burden associated with providing eligibility information by facilities determined on the basis of this information to be ineligible.

The purpose of the verification and screening interview, conducted with all facilities determined to be eligible on the basis of the advance mailing and all nonrespondents to the advance mailing, was to determine if the facility contact information from the sample frame was correct, to update this information if necessary, and to obtain the name of the director or principal, who was the respondent for the screening interview. The interview then verified whether the facility was eligible for the study, that is, a facility at which educational programs were provided exclusively or primarily for handicapped persons and, if so, whether all or part of the school was residential. The screening instrument also obtained information on the number of persons served and their handicapping conditions. This instrument, combined with the advance form, was essential for screening out ineligible facilities so that unnecessary time and resources were not expended during the survey process with facilities that did not meet the operational definition of separate facilities.

The screening interview served another important purpose that is essential to the efficiency of the study. To reduce actual and perceived burden on respondents, separate but congruent instruments were developed for residential schools and for day schools. This reduced the need for respondents to read questions not relevant to their program and had the general effect of lowering both the demands the instruments placed on respondents and the probability of inaccurate or ambiguous responses requiring increased time and costs for editing and follow-up.

The screening interview also permitted targeting of questions regarding the characteristics of students in separate facilities. One of the unique and important features of this study is that it provides the first detailed description of the primary and secondary disabilities of students in separate school settings. To do this nine "population modules" were designed to gather information on the nature of the disabilities of students. Each module corresponded to one or more general categories of handicap (e.g., mental retardation, visual impairment), but gathered very detailed information on the specific primary conditions within the general category as well as the secondary disabilities of students with each primary condition. Because of the detailed information requested, it was essential that the modules received by the respondent at each facility be targeted to the disabilities each serves. The screening interview permitted this targeting. Information collected during the screening interview also permitted some analysis of possible nonresponse effects on the survey results, for those facilities which did not, even after repeated follow-up efforts, complete the full questionnaire packet.

The purpose of the *main questionnaire* was to obtain detailed information on the facility, its educational and other programs, and on the students it serves.

The *population modules* were designed to provide detailed information on the residents and/or day students at the facility, and to provide counts by nature and severity of primary handicapping condition, specific secondary handicapping conditions, age, sex and race. These data were used to describe the population receiving the services reported in the main questionnaire. Each facility received those specific modules which corresponded to primary handicapping conditions of the children served, based on the information provided in the screening interview. The modules covered the following handicapping conditions:

- Mental Retardation
- Learning Disabled
- Speech or Language Impaired
- Emotional Disturbance or Behavior Disorders
- Hearing Impairment (including deaf and deaf-blind)
- Orthopedic Impairment
- Health Impairment
- Visual Impairment (including deaf-blind)
- Multiple Handicaps
- Other handicaps or noncategorical handicap groups

## C. CONTENT OF SURVEY INSTRUMENTS

There were three broad areas about which detailed information on separate facilities was desired: (1) features of the educational program offered at these facilities; (2) characteristics of the students receiving those services; and (3) administrative characteristics and procedures at the facility. Table C.1 identifies topics of interest within each area and indicates the specific items on the survey instruments that obtain information

## TABLE C.1

### AREAS AND TOPICS OF INTEREST AND SPECIFIC ITEMS USED TO OBTAIN INFORMATION ON EACH

| Area of Interest | Specific Topic | Item Number on Screening Interview (SI), Main Questionnaire (MQ), or Population Module (PM) |
|---|---|---|
| Instructional and Other Services Provided at Separate Facilities | Staffing | MQ: D.1 (Number and Hours/Week by Staff Category)<br>MQ: D.2 (Staff Turnover)<br>MQ: D.3 (In-Service Training) |
| | Delivery of Program Services | MQ: B.2-B.4 (Off-campus and on-campus programs, by age and type of instructional setting)<br>MQ: B.5 (Activities with non-handicapped peers) |
| | Accountability | MQ: B.7 (Frequency of student evaluations)<br>MQ: E.4 (Assessment of facility performance) |
| | Transition Services | MQ: B.8 (Services to exiting students) |
| | Transportation Services | MQ: B.6 (Frequency in past month, by provider) |
| | Changes in Facilities' Educational Practices | MQ: F.7-F.9 Residential and Day<br>MQ: F.6-F.8 Day Only |
| Student Populations at Separate Facilities | Number Currently Served | SI: S3-S6 (Residents)<br>SI: S12-S28 (Students, by age and whether day or residential)<br>SI: S30-S32 (Adults)<br>MQ: B.1 (By Age) |
| | Admission/Release Criteria | MQ: C.1 |
| | Student Openings | MQ: C.1a |
| | Demographic Characteristics of Current Students | MQ: A.3 (Residence of day students)<br>MQ: A.4 (Residence of parents or guardians)<br>PM: (Age, gender, ethnicity, by handicap group) |

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TABLE C.1 (continued)

| Area of Interest | Specific Topic | Item Number on Screening Interview (SI), Main Questionnaire (MQ), or Population Module (PM) |
|---|---|---|
| | Disability Characteristics of Current Students | PM: (Primary and principal secondary disabilities) |
| | Movement of Students into and Out of Separate Facilities | MQ: C.2-C.5 Residential and Day (Residents)<br>MQ: C.6-C.9 Residential and Day<br>C.2-C.6 Day Only<br>(Day students)<br>MQ: C.10 Residential and Day<br>C.7 Day Only<br>(Placements of exiting students) |
| | Changes in Population Characteristics Since 1976 | MQ: F.2-F.6 Residential and Day<br>F.2-F.4 Day Only |
| Administrative Characteristics of Separate Facilities | Types of Program Offered | SI: S2, S3, S7 (Residential and/or special education services)<br>SI: S10-S11 (Separate school meeting eligibility criteria)<br>SI: S29 (Handicaps served) |
| | Age of Program | SI: S2a (Year began operation)<br>MQ: F.1 (In operation in 1976) |
| | Catchment Area | MQ: A.3 (Residence of day students)<br>MQ: A.4 Residential and Day (Residence of origin) |
| | Governance and Accreditation | SI: S33 (Type of operator)<br>MQ: A.1-A.2 (Licensure/Accreditation) |
| | Length of Program | SI: S3a (Residential program)<br>S7c (Special education program) |
| | Revenue and Costs | MQ: D.4-D.10 Residential and Day<br>D.4-D.7 Day Only |

TABLE C.1 (continued)

| Area of Interest | Specific Topic | Item Number on Screening Interview (SI), Main Questionnaire (MQ), or Population Module (PM) |
|---|---|---|
| Context in Which Separate Facilites Operate | Unique Contribution of Facility to Education of Handicapped | MQ: E.1 |
| | Impact of P.L. 94-142, as Assessed by Facility Director | MQ: F.8 Residential and Day<br>F.7 Day Only |
| | Problems Faced by Separate Facility | MQ: E.2-E.3 (Staff recruitment, interaction with other agencies, funding, monitoring requirements) |

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on each topic. Table C.2 reviews each item on the instruments in more detail. Table C.3 compares the content of the complete mail survey instrument with that of the abbreviated telephone interview used with mail survey nonrespondents.

A separate volume (Volume IV) to this final report contains all the survey forms and instruments. Volume V contains the codebook and documentation on the survey data files, including quality control editing instructions, code values assigned, and record layouts.

TABLE C.2

SUMMARY OF INSTRUMENT CONTENTS

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| **Advance Mailing Form** | The purpose of this brief form is to prescreen (prior to telephone contact) facilities on the basis of several critical factors:<br>o whether special education services are provided by facility staff or at the facility to students with handicaps ("yes" answers indicate eligibility)<br>o whether the facility is a correctional facility or a facility (such as some hospitals) with short lengths of stay (such facilities are ineligible)<br>o whether special education services are provided in the same buildings as educational programs for nonhandicapped students (such facilities are ineligible).<br>Information is also collected on whether other separate facilities are operated by the same administration, and how to contact the facility director. |
| **Verification Interview** | The purpose of this instrument is to determine if the facility contact information from the sample frame is correct, to update this information if necessary, and to obtain the name of the director or principal, who will be the respondent for the screening interview. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| V1-V13<br>V18-V26 | These items verify (and update, if necessary) information from the sample frame. The sets of questions that are asked depend upon whether the facility is currently known by the same name as on the list from which it was selected. |
| V14-V15<br>V16-V17<br>V27-V28b<br>V29-V30 | These items determine if the facility also appears on the sample frame under another name or at another address. (Facilities which appear on the frame more than once have a greater probability of selection than other facilities; this must be taken into account during analysis.) The sets of questions that are asked depend upon whether the facility is currently known by the same name as on the list from which it was selected. |
| V31-V32 | This item obtains the name and title of the facility director or principal, who will be the respondent for the screening interview. |
| Screening Interview | The purpose of this instrument is to determine if the facility is eligible for the study, that is, if it is a facility at which special educational programs are provided exclusively or primarily for handicapped persons. The instrument also obtains information on whether the facility provides residential as well as educational services and the number and nature of the handicapping conditions served. These latter questions will determine which population modules are mailed to the facility for completion. |
| S1 | This item determines who will answer the screening questions and whether a preliminary letter is required. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| S2 | This item determines whether the facility provides direct services to handicapped persons. If it does not, S36 and/or S38 are asked to determine the facility's purpose and activities. |
| S2a | This item obtains the length of service to students with handicaps, and will be used to describe facilities and to compare facility populations and practices by age. Also, it is a variable by which facilities operating pre- and post-P.L. 94-142 can be identified for analytical purposes. |
| S3-S6 | These items determine if residential services are provided and to how many residents. The number of residents age 21 or younger (S6) combined with the number of day students (S14) will be used as the base number of persons at the facility eligible to receive educational services. An item (S3a) determines whether the residential program is full or part-year. |
| S7-S11 | These items determine if educational services are provided at the facility by employees or staff from other agencies, or by facility staff at other locations, and are provided in a manner that would define the facility as a separate or segregated facility, that is, exclusively or primarily for persons with handicaps, with no programs for nonhandicapped students in the same building. Correctional facilities and hospitals or diagnostic centers where the average length of stay is less than 30 days are ineligible for the study. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| S7-S11 (continued) | An item (S7c) determines whether the educational program is full or part-year. If neither residential nor educational services are provided, S36 and/or S38 are asked to determine the facility's purpose and activities. |
| S12-S14 | These items determine the number of residential and day students, age 21 or younger, participating in instructional programs at the facility.<br>This number and the numbers of students in specified age ranges (see S15-S28) will be used to double check counts obtained in the mail questionnaire materials, as well as to describe the age composition, resident-to-day-student ratio, and student-to-staff ratio at the facilities. |
| S15-S20 | These items determine the number of residential and day students, age 5 or younger, participating in educational, early intervention, or day activity programs at the facility or provided by facility staff. |
| S21-S24 | These items determine the number of residential and day students, ages 6 through 17, participating in educational or training programs at the facility. |
| S25-S28 | These items determine the number of residential and day students, ages 18 through 21, participating in educational or training programs at the facility. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| S29 | This item determines the handicapping conditions of the students served by the facility. Students are to be classified in terms of "primary" handicapping condition. This information will be used to select the appropriate population modules sent to the facility. |
| S30-S32 | These items determine how many, if any, adults receive training services at the facility. This information, along with information about the ratio of adult residents to residents younger than 22, will allow us to characterize the facility in terms of the emphasis placed on services to children and youth versus those to adults. |
| S32a-S32b | This item obtains information on whether other services (such as counseling, transportation, diagnostic services, etc.) are provided by the facility. |
| S33 | This item characterizes the type of entity (public or private) which operates and presumably has considerable influence over the facility, and determine whether, if privately operated, whether public referrals are the primary source of students coming to the facility. This information, plus other basic information on the population(s) served and services provided, will allow us to compare facilities not responding to the mailed questionnaire with responding facilities and estimate (and correct for, to the extent possible) any non-response bias. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| S34 | Checking the answers to this item against the sample frame will ensure that any affiliated facilities have been included in the sample frame. |
| S35 | This item will determine the respondent for the mail questionnaire and verify the appropriate mail questionnaire materials to be sent. |
| S36-S37 | These items obtain contact information and other basic data for facilities administered by the sampled organization (if that organization is not itself a separate facility). The sample frame will be searched to determine if these facilities already appear on the frame. |
| S38 | This item will be asked only of facilities which are reported to be neither residential nor day schools and not administrative units of schools. Responses will be used to obtain sufficient information to ensure that facilities are not erroneously excluded as ineligible. |
| **Main Questionnaire** | The purpose of this instrument is to obtain comprehensive information on the facility, its educational programs, its student population and its staff, and on changes in facility, program, and population characteristics since the enactment of P.L. 94-142 (the Education for All Handicapped Children Act). Data are obtained in the following areas: |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| | o administrative characteristics of the facility<br>o instructional and other services provided to students<br>o movement of students into and out of the facility<br>o staff numbers and composition<br>o other facility services and activities and problems faced by the facility<br>o changes in facility characteristics, services, and population since 1976 |
| | Separate instruments are provided depending upon whether the facility offers residential as well as day educational services or has day programs only. |
| A. Administrative Characteristics | This section obtains information on sources of licensure and accreditation and catchment area served. |
| A.1-A.2 | These items request the sources of facility certification, licensures or accreditation. This information will be used to describe facilities and to determine potential sources of influence on facilities' practices. |
| A.3 | This item asks for a breakdown of the current residential placements of day students. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| A.4 | This item obtains the composition of the student population by primary residence of parents or guardians. It will be used to define catchment area and to determine whether policies and procedures of more than one SEA, IEU, or LEA potentially affect facilities' practices. |
| B. Services and Activities | This section obtains detailed information on the educational, developmental, and/or vocational services provided to residents and/or day students. This information is asked by age group (0-5, 6-17, 18-21) for both on- and off-campus programs. This section also obtains information on non-instructional activities, frequency of assessments of students, and services provided to exiting students |
| B.1 | This item confirms the total number of students, by age group, at the facility. |
| B.2a-2c, B.3a-3c, B.4a-4c | These items request the number of students in off-campus programs, by age group. Off-campus programs are defined as those which take place away from the facility and are provided by staff of another facility or organization. This information permits description of the complete set of educational services available to students in separate faciliites.<br>The types of programs vary by age group and the number of full- and part-time students are requested. Instructional setting (type of program) is one indication of integration. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| B.2d, B.3d, B.4d | These items request the number of students in facility programs (those operated at the facility or off-campus by facility staff), by age group. The primary teaching arrangements vary by age group.<br>Instructional setting (or teaching arrangement) is one indication of integration, and also indicates the student-staff ratio. |
| B.5 | This item obtains the number of students participating in non-instructional activities, by type, and the percent involved in these activities with non-handicapped peers. Such activities are a valuable aspect of comprehensive programs providing opportunities for normalized patterns of leisure and recreation. Opportunities for involvement with non-handicapped peers are valuable to socialization and to the social acceptance of persons with disabilities. |
| B.6 | This item indicates the frequency by which student transportation is provided by the facility as compared with other sources. Transportation is an important service, facilitating the access of handicapped students to educational and other programs. |
| B.7 | Frequency of student assessment is important to individualized educational planning and the delivery of programs that respond to the specific needs of students. |
| B.8 | Services provided to exiting residents/day students can be an important component of the successful transition from separate facilities to other placements or to community living. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| C. **Entrances and Departures of Residents and Students** | This section obtains detailed information on the movement of students into and out of the facility. This information is collected separately for residents and day students and by detailed age groups. While this study collects no longitudinal data on individuals, this item permits examination of the extent and patterns of student population changes. Such statistics also permit analysis of net population change among different types of facilities and from these, projections of changes in the population can be made. |
| C.1 | This item asks for facility-specific entrance and release requirements and factors that would exclude children from placement. These data will be used to describe the populations separate facilities define as their appropriate client bases. |
| C.1a | This item obtains an overall assessment of whether student openings exceed or are exceeded by referrals, indicating level of deman for facility services. |
| C.2, C.7 (Residential and Day)<br>C.2 (Day Only) | These items request the average length of stay for residents and day students (as applicable). Such information will be used to describe the long- or short-term nature of various types of programs at separate facilities. |
| C.3 - C.4 (Residential and Day) | These items obtain detailed breakdowns on new admissions and readmissions of residents. Age breakdowns will help estimate likely changes in age composition at the facility. Information on previous residence and educational placement will provide information on inter-facility patterns of movement. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| C.5 (Residential and Day) | These items request information on formal releases of residents. Again, information by age and new place of residence will be used to describe the dynamics of the age composition at the facility and inter-organizational linkages. |
| C.6 - C.9 (Residential and Day)<br>C.3 - C.6 (Day Only) | These items obtain similar information on day students. |
| C.10 (Residential and Day)<br>C.7 (Day Only) | This item requests information on the educational or vocational placements of transferring (released) students, by age. This item provides information on the types of transitions students are making as they leave separate schools. |
| D. Staff and Budget | This section obtains detailed data on the hours of service provided by specific types of staff, as well as summary information on staff turnover (D.2) and in-service training (D.3). It also operates information on facility budget and costs. |
| D.1 | This item requests both number of staff members and the hours per week by category of staff. This question indicates the types of staff (and thus services) available to residents and students and provides the data necessary to estimate the average hours of each service available per student. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| D.4-D.10 (Residential and Day)<br>D.4-D.7 (Day Only) | These items obtain the amount of the operating budget and per student/resident costs. Annual per resident or student costs will provide one way of comparing facilities on the resources allocated to instruction. If educational services are paid by another agency or organization, these items will determine the nature (public or private) of the source. |
| E. Other Facility Characteristics and Experiences | This section contains three sets of questions on other aspects of facility practice not covered elsewhere:<br>o unique contributions made by the facilities to the education of handicapped students (E.1)<br>o problems facing the facility in staffing, interaction with other agencies and organizations, funding, integration, and transition (E.2)<br>o students for whom the facility faces particular problems (E.3)<br>o frequency of assessment of the facility's performance (E.4) |
| F. Changes Since 1976 | This section applies only to facilities in operation in 1976 (F.1) and asks the current director/principal to describe, from his or her perspective and knowledge, the changes that have occurred since that time. (Note that for facilities also surveyed in the 1978-79 OCR study, estimates of changes based on contemporaneous reports are possible on some but not all variables.) |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| F.2 - F.6 (Residential and Day)<br>F.2 - F.5 (Day Only) | These items request information on changes in facility population in terms of:<br>o number of residents and day students<br>o age distribution of population served<br>o severity of handicap of population served<br>o number of instructional staff |
| F.7 (Residential and Day)<br>F.6 (Day Only) | These items ask for the current director's/principal's assessment of changes in facility's philosophy and practice. |
| F.8 (Residential and Day)<br>F.7 (Day Only) | This item asks for the current director's/principal's description of facility changes associated with P.L. 94-142. |
| F.9 (Residential and Day)<br>F.8 (Day Only) | This item asks the current director/principal to describe any other significant changes at the facility. |
| G. Final Questions and Instructions | This section also asks for additional comments from the director/principal and for copies of facility brochures (G.1).<br>The titles of respondents are requested to facilitate callbacks, if necessary, to clarify answers (G.2).<br>Information on the title and length of service of respondents (G.3) to the sections requiring assessment of change and problems facing separate facilities will be used to assess the likely validity of responses to these items. |

TABLE C.2 (continued)

| Instrument/Item(s) | Analytic Purpose |
|---|---|
| | Respondents are asked to return the completed questionnaire materials in the enclosed, addressed, postage-paid envelope. |
| Population Modules | The nine population modules are designed to provide detailed information on the residents and/or day students at the facility, and to provide counts by severity of primary handicapping condition, specific secondary handicapping conditions, age, sex and race.<br>These data will be used to describe the population receiving the services reported in the main questionnaire.<br>Each facility will receive those specific modules which correspond to the information provided in the screening interview on primary handicapping conditions of the children served. |

TABLE C.3

COMPARISON ON ITEMS ON MAIL QUESTIONNAIRE AND SHORT TELEPHONE INTERVIEW

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| A. Administrative Characteristics | This section obtains information on sources of licensure and accreditation and catchment area served. | | |
| A.1-A.2 | These items request the sources of facility certification, licensures or accreditation. This information will be used to describe facilities and to determine potential sources of influence on facilities' practices. | | |
| A.3 | This item asks for a breakdown of the current residential placements of day students. | | |
| A.4 | This item obtains the composition of the student population by primary residence of parents or guardians. It will be used to define catchment area and to determine whether policies and procedures of more than one SEA, IEU, or LEA potentially affect facilities' practices. | A.4 | Requests only in-state and out-of-state breakdown. |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| B. Services and Activities | This section obtains detailed information on the educational, developmental, and/or vocational services provided to residents and/or day students. This information is asked by age group (0-5, 6-17, 18-21) for both on- and off-campus programs. This section also obtains information on non-instructional activities, frequency of assessments of students, and services provided to exiting students. | | |
| B.1 | This item confirms the total number of students, by age group, at the facility. | B.1 | |
| B.2a-2b, B.3a-3b, B.4a-4b | These items request the number of students in off-campus programs, by age group. Off-campus programs are defined as those which take place away from the facility and are provided by staff of another facility or organization. This information permits description of the complete set of educational services available to students in separate facilities. | B.2a-2b<br>B.3a-3b<br>B.4a-4b | |
| B.2c, B.3c, B.4c | The types of programs vary by age group and the number of full- and part-time students are requested. Instructional setting (type of program) is one indication of integration. | | |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| B.2d, B.3d, B.4d | These items request the number of students in facility programs (those operated at the facility or off-campus by facility staff), by age group. The primary teaching arrangements vary by age group.<br>Instructional setting (or teaching arrangement) is one indication of integration, and also indicates the student-staff ratio. | B.2d<br>B.3d<br>B.4d | |
| B.5 | This item obtains the number of students participating in non-instructional activities, by type, and the percent involved in these activities with non-handicapped peers. Such activities are a valuable aspect of comprehensive programs providing opportunities for normalized patterns of leisure and recreation. Opportunities for involvement with non-handicapped peers are valuable to socialization and to the social acceptance of persons with disabilities. | | |
| B.6 | This item indicates the frequency by which student transportation is provided by the facility as compared with other sources. Transportation is an important service, facilitating the access of handicapped students to educational and other programs. | | |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| B.7 | Frequency of student assessment is important to individualized educational planning and the delivery of programs that respond to the specific needs of students. | B.7 | |
| B.8 | Services provided to exiting residents/day students can be an important component of the successful transition from separate facilities to other placements or to community living. | B.8 | B.8b, an open-ended question about other services to exiting students, will not be asked. |
| C. Entrances and Departures of Residents and Students | This section obtains detailed information on the movement of students into and out of the facility. This information is collected separately for residents and day students and by detailed age groups. While this study collects no longitudinal data on individuals, this item permits examination of the extent and patterns of student population changes. Such statistics also permit analysis of net population change among different types of facilities and from these, projections of changes in the population can be made. | | |
| C.1 | This item asks for facility-specific entrance and release requirements and factors that would exclude children from placement. These data will be used to describe the populations separate facilities define as their appropriate client bases. | | |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| C.1a | This item obtains an overall assessment of whether student openings exceed or are exceeded by referrals, indicating level of demand for facility services. | C.1a | |
| C.2, C.7 (Residential and Day)<br>C.2 (Day Only) | These items request the average length of stay for residents and day students (as applicable). Such information will be used to describe the long- or short-term nature of various types of programs at separate facilities. | C.2, C.7 (Residential ay)<br>C.2 (Day Only) | |
| C.3 - C.4 (Residential and Day) | These items obtain detailed breakdowns on new admissions and readmissions of residents. Age breakdowns will help estimate likely changes in age composition at the facility. Information on previous residence and educational placement will provide information on inter-facility patterns of movement. | C.3-C.4 (Residential and Day) | C.3 will ask for total new resident admissions only. |
| C.5 (Residential and Day) | These items request information on formal releases of residents. Again, information by age and new place of residence will be used to describe the dynamics of the age composition at the facility and inter-organizational linkages. | C.5 (Residential and Day) | Total only will be asked. |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| C.6 - C.9 (Residential and Day)<br>C.3 - C.6 (Day Only) | These items obtain similar information on day students. | C.6-C.9 (Residential and Day)<br>C.3-C.6 (Day Only) | Same changes apply as for C.3-C.5 (Residential and Day). |
| C.10 (Residential and Day)<br>C.7 (Day Only) | This item requests information on the educational or vocational placements of transferring (released) students, by age. This item provides information on the types of transitions students are making as they leave separate schools. | C.10 (Residential and Day)<br>C.7 (Day Only) | Asks only for the total number of students released. |
| D. Staff and Budget | This section obtains detailed data on the hours of service provided by specific types of staff, as well as summary information on staff turnover (D.2) and in-service training (D.3). It also operates information on facility budget and costs. | | |
| D.1 | This item requests both number of staff members and the hours per week by category of staff. This question indicates the types of staff (and thus services) available to residents and students and provides the data necessary to estimate the average hours of each service available per student. | D.1 | Number of staff members will be asked only for instructional and related services staff. Hours per week will not be asked. |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| D.4, D.7-D.7b, D.9 (Residential and Day)<br>D.4, D.6[illegible] (Day Only) | These items obtain the amount of the operating budget and per student/resident costs. Annual per resident or student costs will provide one way of comparing facilities on the resources a[illegible]tion. If educational [illegible] paid by another agency o[illegible]tion, these items will determine the nature (public or private) of the source. | D.4, D.7-D.7b, D.9 (Residential and Day)<br>D.4, D.6-D.6b (Day Only) | |
| D.5-D.6 (Residential and Day)<br>D.5 (Day Only) | These items obtain the per student/resident charges or fees. | | |
| D.8, D.10 (Residential and Day)<br>D.7 (Day Only) | These items determine what particular cost categories are included in the computation of average per student/resident costs. | | |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| E. Other Facility Characteristics and Experiences | This section contains three sets of questions on other aspects of facility practice not covered elsewhere: | | |
| | o unique contributions made by the facilities to the education of handicapped students (E.1) | | |
| | o problems facing the facility in staffing, interaction with other agencies and organizations, funding, integration, and transition (E.2) | E.2 | Respondents were asked whether each problem was very serious or not. Open-ended question on other problems was omitted. |
| | o students for whom the facility faces particular problems (E.3) | | |
| | o frequency of assessment of the facility's performance (E.4) | | |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| F. Changes Since 1976 | This section applies only to facilities in operation in 1976 (F.1) and asks the current director/principal to describe, from his or her perspective and knowledge, the changes that have occurred since that time. (Note that for facilities also surveyed in the 1978-79 OCR study, estimates of changes based on contemporaneous reports are possible on some but not all variables.) | F.1 | |
| F.2 - F.6 (Residential and Day)<br>F.2 - F.5 (Day Only) | These items request information on changes in facility population in terms of: | | |
| | o number of residents and day students | | |
| | o age distribution of population served | | |
| | o severity of handicap of population served | F.5 (Residential and Day)<br>F.4 (Day Only) | |
| | o number of instructional staff | | |
| F.7 (Residential and Day)<br>F.6 (Day Only) | These items ask for the current director's/principal's assessment of changes in facility's philosophy and practice. | F.7 (Residential and Day)<br>F.6 (Day Only) | |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|---|
| F.8<br>F.7 | (Residential and Day)<br>(Day Only) | This item asks for the current director's/principal's description of facility changes associated with P.L. 94-142. | | |
| F.9<br>F.8 | (Residential and Day)<br>(Day Only) | This item asks the current director/principal to describe any other significant changes at the facility. | | |
| G. Final Questions and Instructions | | This section also asks for additional comments from the director/principal and for copies of facility brochures (G.1). | | |
| | | The titles of respondents are requested to facilitate callbacks, if necessary, to clarify answers (G.2). | | |
| | | Information on the title and length of service of respondents (G.3) to the sections requiring assessment of change and problems facing separate facilities will be used to assess the likely validity of responses to these items. | G.3 | |

TABLE C.3 (continued)

| Section/Items on Mail Questionnaire | Purpose of Items | Items on Short Interview | Other Changes |
|---|---|---|---|
| Population Modules | The nine population modules are designed to provide detailed information on the residents and/or day students at the facility, and to provide counts by severity of primary handicapping condition, specific secondary handicapping conditions, age, sex and race.<br>These data will be used to describe the population receiving the services reported in the main questionnaire.<br>Each facility will receive those specific modules which correspond to the information provided in the screening interview on primary handicapping conditions of the children served. | Total # students with each primary handicapping condition, # students in each subcategory, # students with any secondary disability and the # students by age ranges 0-5, 6-17, 18-21. | |

# III. SURVEY SCHEDULE AND IMPLEMENTATION OF PROCEDURES

The full survey of separate facilities began in June of 1988 and continued into the early part of 1989. This section of the appendix describes the schedule of the survey in detail, as well as the recruitment and training of survey staff and the procedures for data collection, document tracking, and coding and quality control editing.

## A. DATA COLLECTION SCHEDULE

OMB clearance of the revised survey instruments was received on June 6, 1988. Since initial preparations for the survey had been made prior to receipt of clearance, the data collection was able to begin immediately.

### 1. Advance Mailing

The mailing of advance materials to the sampled facilities began on June 6. The package consisted of (1) a cover letter addressed to "Facility Director" from the research contractor project director, (2) a copy of a memorandum from the U.S. Department of Education, Office of Special Education Programs, to all State special education directors describing the study, (3) a single-page form requesting preliminary information on eligibility[1] for the survey; and ( a business-reply envelope for return of the form to the research contractor.

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[1] Facilities were asked to indicate whether any special education services were provided at the facility, whether any nonhandicapped students received educational services in the same buildings at the facility as did handicapped students, whether the average length of stay was 30 days or less, and whether the facility was primarily a correctional facility. Facilities providing no special education services, with programs serving handicapped and nonhandicapped students together, with short lengths of say and that were juvenile corrections facility were considered ineligible for the survey.

As additional sample was added, advance materials were sent to these facilities. In the second week in August, a mailing was made to facilities sampled in cells where initial ineligibility rates were found to be high. In September, a final mailing was sent to facilities added to the sample at that time.

Returned advance forms were reviewed by project staff as they were received. Facilities that were clearly ineligible were coded as such on the CATI screening file and no effort was made to contact these facilities to conduct the screening interview. Facilities responding in ambiguous ways, facilities that were clearly eligible based on the advance form, and facilities that did not return the advance form were retained on the CATI screening file and were contacted for screening.

### 2. Telephone Screening Interview

Telephone screening was conducted in two locations, at Mathematica Policy Research's (MPR) Princeton-area Telephone Center and at the Institute for Survey Research (ISR) of Temple University in Philadelphia. Both organizations use the same CATI software; a senior systems analyst at MPR prepared the CATI sample, screening questionnaire, and tracking files for both sites and monitored the installation and operation of the CATI program files at ISR.

CATI screening began at the ISR site on June 17 and was completed at that site on August 5. At the end of the ISR fielding period, a data tape with all completed cases and a tape with outstanding cases were transmitted to MPR.

The outstanding cases were assigned to the MPR telephone interviewing staff for completion. Screening began at the MPR site on July 14 and continued until October 17.

Daily production reports were prepared by site and by interviewer in each site on the previous day's and cumulative distribution of final and interim statuses, CATI time per completed screener, and interviewer productivity. These reports, generated from the CATI program, were reviewed by the survey staff and used to plan release of additional sample and changes to the interviewing schedule.

### 3. Mailing of Questionnaire Packets

Each completed screening interview with an eligible facility generated a one-page "field log," produced by the CATI program based on screening interview data. The field log provided the following information on each facility eligible for the mail questionnaire packet:

- Facility name and address from the original sample frame
- Current facility name and address updated during the screening interview
- Any previous facility name (other than that on the sample frame)
- Name and title of the screening interview respondent
- Name, title, and address of the person to whom the questionnaire packet was to be mailed (provided by the screening interview respondent)
- Specific mail questionnaire materials appropriate for the facility (day or residential main questionnaire and one or more of the nine population modules)
- Screening information on the number of students and/or residents between the ages of 0 to 21, by age group

- o Date the screening interview was completed and approximate dates for the initial mailing, mailing of the reminder letter, and telephone follow-up.

The field log was used primarily to generate the questionnaire mailings, although it was also reviewed as part of the quality control editing process (described later).

The CATI program also generated a personalized letter to the person identified in the screening interview as the appropriate respondent for the mail questionnaire.

Printed questionnaires were received from the Government Printing Office contractor on August 1, 1988, and mailing to screened eligible facilities began on August 3. Packages included the personalized letter to the respondent, one version of the main questionnaire (either than for day programs or that for residential facilities with day programs on campus), and one or more of the nine modules based on the primary handicapping conditions of the students or residents, as indicated in the screening interview, and a business-reply envelope to return completed materials.

Mailing of mail questionnaire packets continued through the end of the screening period and the last packets were mailed by the end of the week of October 17. Pilot sample facilities which had not previously responded were sent new questionnaire packets and were tracked and recontracted as described below for facilities in the full survey.

### 4. Mailing Reminder/Thank-You Letters

All facilities sent a mail questionnaire packet were mailed a reminder/thank-you letter approximately three weeks after the initial packet.

The letter served two purposes. It either thanked the respondent for completing and returning the mailed materials or provided a reminder of the importance of the study and requested completion and return of the questionnaires. In addition, the letter encouraged respondents to call the project director or other research contractor staff to find out more about the survey or to obtain answers to specific questions. A large number of facilities took advantage of this opportunity.

### 5. Telephone Reminder Calls and Telephone Interviews

Reminder calls began in October to facilities mailed the questionnaire packets in August and the reminder/thank-you letters three weeks later. As part of the reminder call, facility respondents were asked if they had in fact received the packet, whether the materials in the packet were the appropriate ones for their facility, and whether they planned to return the completed materials and if not, why. Facility respondents were also encouraged to ask questions about the study or about the questionnaire, and either the interviewer provided the answer immediately or referred the question to the supervisory staff who returned the call as soon as possible. Most facilities were interested in being able to participate and many said they thought they might be able to complete the mail questionnaire forms but could not be positive or give a specific return date. In addition, many felt that the amount of staff time required to assemble the required information and complete the questionnaire was more than was possible given other demands on staff time and often staff shortages.

After several weeks of conducting the reminder calls, it became apparent that a more efficient strategy would be to use the reminder call as a way to determine whether the facility had or was going to respond by mail, and if not, to immediately request participation in a telephone interview. Therefore, the abbreviated telephone version of the mail questionnaire materials was administered to facilities who declined to or were uncertain of their ability to participate by mail.

Administration of the telephone interviews began in early November and continued through January 16, 1989.

## B. DATA TRACKING AND PROCESSING

### 1. Sample and Document Control

The CATI program that supported the telephone screening of facilities for eligibility also produced daily and cumulative reports, separately by interviewing site (MPR or ISR), on final statuses and interim statuses of released sample and the amount of sample available to be released for interviewing. Interviewer productivity reports were also generated daily.

The CATI program also provided the input file of eligible facilities for the mail questionnaire document tracking system. This system was written in Q&A (Questions and Answers) format on a personal computer. Each eligible facility mailed a questionnaire packet appeared on the tracking system, with the following information:

- Case identification number that linked the CATI screening record with the questionnaire documents mailed to the facility
- Screening date
- Date questionnaire materials were mailed

- Type of facility (day or residential)
- Specific population modules mailed to the facility
- Name and title of person to whom the questionnaires were mailed
- Address where questionnaires were mailed
- Facility telephone number
- Date reminder/thank-you letter was to be mailed
- Date reminder telephone call was to be initiated
- Whether completed mail questionnaire materials had been received
- Date completed mail questionnaire materials had been received
- Comments on final status (e.g, determined to be ineligible, completed by telephone, final refusal to participate).

The Q&A tracking system allowed survey staff to find any facility using a number of possible identifiers, including facility name, city or town in which the facility was located, zip code, telephone number, or respondent name, as well as case ID. This was very helpful when respondents called in with questions since records on a given case could be quickly retrieved and discussed with the respondent. The tracking system file information could also be updated, for example, if a facility was determined to need a day rather than residential questionnaire or only some of several modules sent. The tracking system file was updated daily to reflect new mail returns and telephone interview completes and other changes to the data base.

The tracking system provided reports on the number of facilities at different stages in the survey process--for example, the total number mailed, the number of completed mail returns, the number of telephone interviews completed, and the number of facilities determined to be ineligible or duplicates with other facilities based on information received in response to the mail or telephone survey.

2. Quality Control Editing and Coding

Editing and coding of completed mail questionnaires and telephone interview documents began in late December 1988 and continued through early February 1989. Detailed specifications for the editing and coding are included in Volume V to this report.

Editing principally consisted of ensuring that all critical items were answered, using the telephone version as the guide to identify critical items; entering appropriate missing data codes (unknown, unavailable, not applicable) where information was not provided; checking for internal consistency in responses across items; checking for other possible respondent errors such as values reported that seemed very small or very large (for example, in total annual budget or number of teaching staff); and writing up unresolved problems for supervisor or project director review.

The quality control editors also entered numeric code values in the documents to represent written responses to open-ended questions. In a number of cases the code simply indicated whether a written response had been provided, for example, a description of admissions and release criteria. In other cases, specific responses were given one of a series of codes, for example, the type of agency providing or supporting the educational program at the facility if it was not part of the facility's own operating budget.

Quality control or coding problems were reviewed first by the survey manager and then by the project director. They made the decision whether to recontact the respondent to attempt to obtain missing information or clarify apparently inconsistent information. In a number of cases, internal evidence on the documents or in the facility's file was sufficient to resolve the problem. Recontacts with respondents were made by senior interviewers experienced on the project and the annotated survey documents were reviewed again by the survey manager.

### 3. Data Entry, Cleaning, and Verification

As edited and coded documents were completed, they were batched in groups of ten and assigned to data entry. Information on the documents was keyed directly into a data file on key-to-disk equipment. As data were entered, they were automatically reviewed against pre-programmed project-specific range, skip logic, and internal consistency checks. Out-of-range values and consistency and skip logic errors not previously resolved during editing were flagged on the data entry file for later cleaning.

A specially trained quality control editor and the survey manager opened all flagged cases and reviewed and annotated the relevant survey documents to resolve problems encountered during data entry. It was generally not necessary to consult the project director or recontact respondents to resolve problems encountered during data entry. After a problem was resolved and the flag removed from the data entry file, the documents were reassigned for a second entry by a second entry clerk. Any discrepancies between the first (corrected) and second entry records were resolved. All documents were subject to this double-entry verification.

After data entry, cleaning, and verification a clean data tape was transmitted from the data entry computer to a main frame computer for production of analysis files.

# IV. STAFF HIRING, TRAINING, AND SUPERVISION

The survey required several staffs--CATI screening interviewers, interviewers to conduct telephone reminder calls and administer the telephone interviews, and quality control editing and coding staff. Figure C.1 presents in diagrammatic form the relationship between these staffs and the management structure of the survey.

## A. CATI SCREENING INTERVIEWERS

### 1. Interviewers at Temple University's ISR Telephone Facility

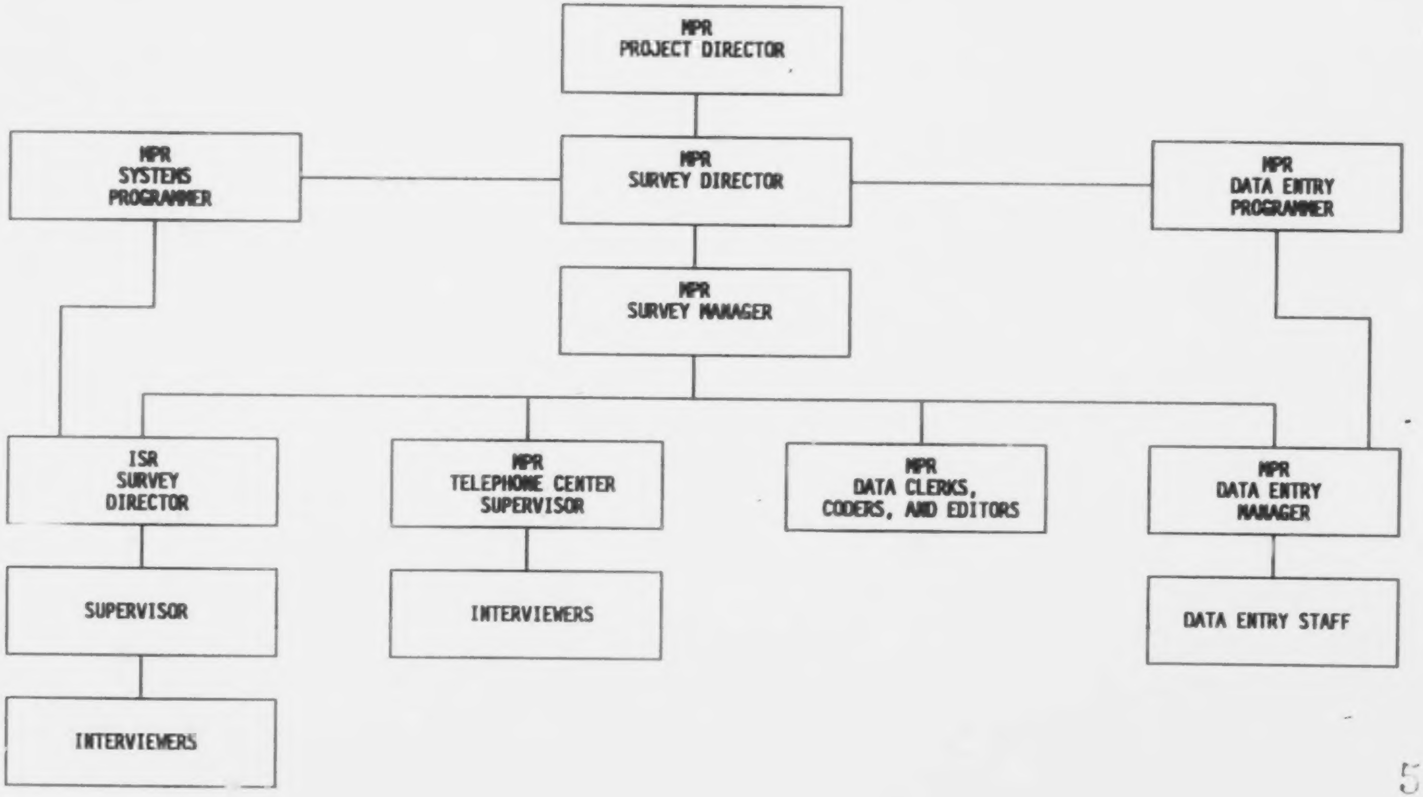
A total of 24 interviewers were trained to conduct the CATI screening interview at the ISR facility. The interviewers were initially selected by ISR staff, but the final decision to retain or release interviewers based on their performance remained the prerogative of the MPR staff supervising the ISR interviewing. One person trained for interviewing subsequently became the ISR assistant supervisor on the project.

Two 2-day training sessions were held at ISR, the first session June 15 and 16 and the second, June 21 and 22. Both training sessions were led by MPR staff (the project director, the survey director, and the survey manager) assisted by the ISR supervisor. The ISR supervisor also provided initial training for new interviewers in general interviewing techniques and CATI commands.

Study-specific lectures and training manuals were provided on the sponsorship and purpose of the survey, the nature of the sample and the eligibility criteria, special problems or issues in contacting respondents and conducting the interviews, a question-by-question review of each screening

FIGURE C.1

SURVEY MANAGEMENT STRUCTURE


MPR PROJECT DIRECTOR
MPR SYSTEMS PROGRAMMER
MPR SURVEY DIRECTOR
MPR DATA ENTRY PROGRAMMER
MPR SURVEY MANAGER
ISR SURVEY DIRECTOR
MPR TELEPHONE CENTER SUPERVISOR
MPR DATA CLERKS, CODERS, AND EDITORS
MPR DATA ENTRY MANAGER
SUPERVISOR
INTERVIEWERS
DATA ENTRY STAFF
INTERVIEWERS

interview item, and a discussion of special terminology including handicapping conditions and alternative labels or diagnoses and acronyms.

The training sessions included practice interviews conducted on both hard copy instruments and CATI programmed instruments in which the trainer led interviewers through several mock interviews designed to illustrate various situations likely to be encountered during actual interviewing. After training, individual interviewers were observed by both ISR and MPR survey staff and provided with feedback and retraining as necessary.

The CATI program provided daily progress reports on the survey to MPR staff in Princeton and MPR and ISR supervisory staff regularly reviewed the reports and discussed interviewing progress by telephone several times per week. In addition, MPR staff worked on-site at ISR regularly, on average at least one day per week, observing interviewers, reviewing problems, and discussing any modifications in procedure with ISR staff.

### 2. Interviewers at MPR

A total of 18 interviewers were trained at MPR for the CATI screening survey. Newly hired staff received a preliminary training in general interviewing techniques and use of the CATI equipment and commands prior to study-specific training. All interviewers participated in a two-day training session on the survey, identical in content and format to the training provided ISR interviewers. The first MPR training session was conducted July 12 and 13 and the second August 8 and 9.

Interviewer performance and productivity was monitored by supervisory staff in a manner very similar to that at ISR. Supervisors listened to a sample of interviews on silent call-monitoring equipment, reviewed hard copy notes on contact sheets, particularly those with some kind of problem noted, and also reviewed individual interviewer productivity reports produced by CATI daily.

## B. REMINDER CALL/TELEPHONE VERSION INTERVIEWERS

All reminder calls and telephone interviews were conducted by MPR staff, in most cases by staff who had participated in the original screening interviews and who were, therefore, very conversant with the study and experienced interact[illegible]ith facility staff on issues raised by this study. All staff conducting reminder calls and telephone interviews received additional training on those instruments. The training focused on the question-by-question review of the telephone interview and practice interviews with supervisory staff. A senior interviewer was trained to supervise this effort; she was supported by the survey manager.

## C. QUALITY CONTROL EDITORS AND CODERS

The majority of quality control editors/coders had been conducting the abbreviated telephone interviews, and all received a two-day study-specific training on editing and coding conventions and procedures to be used with the survey instruments, both mail and telephone. A coding manual was prepared for this training and updates were provided as additions and changes were made during the coding process.

The first five cases (full sets of survey documents pertaining to an individual facility) completed by each editor/coder were reviewed by the survey manager and project director, and additional training and instructions were given as necessary. A ten-percent sample of all cases were subsequently reviewed by the survey manager and all problem cases were reviewed by both the survey manager and the project director.

## V. SURVEY RESULTS

The survey data base includes the 556 cases fielded during the pilot survey conducted in the fall of 1987 as well as the 5,895 cases fielding during the full survey in the fall and winter of 1988-89. The survey results described in this section are presented separately for the pilot and full surveys as well as for the total.

### A. RESULTS OF THE CATI ELIGIBILITY SCREENING

Table C.4 presents the distribution of final statuses for the pilot and full survey eligibility screening conducted on CATI. A total of 2,580 facilities were screened as eligible at this stage in the survey, out of 6,451 in the sample, with an overall completion rate (for both eligible and ineligible facilities) of 92 percent. Eliminating certain facilities from the base (duplicates and case study facilities, primarily), the response rate is 94 percent overall.

A large portion of the sample, 60 percent, were screened as ineligible for a variety of reasons, but very few refused, were contacted but were unable to be interviewed for other reasons, or were never contacted. This was true in both the pilot and full surveys.

### B. RESULTS OF THE MAIL AND TELEPHONE SURVEYS WITH ELIGIBLE FACILITIES

Table C.5 presents the distribution of final statuses for the follow-up mail/telephone survey with facilities screened as eligible. A total of 1,941 facilities provided data on either the mail questionnaires or the telephone interview, for an overall response rate was 75 percent. The response to the

### TABLE C.4

### DISTRIBUTION OF SCREENING INTERVIEW FINAL STATUSES, FOR PILOT AND FULL SURVEYS
(Unweighed Counts)

| | TOTAL | | PILOT SURVEY[1] | | FULL SURVEY[2] | |
|---|---|---|---|---|---|---|
| | NUMBER | PERCENT | NUMBER | PERCENT | NUMBER | PERCENT |
| Total Sample Assigned | 6451 | 100.0% | 556 | 100.0% | 5895 | 100.0% |
| Complete Screener | | | | | | |
| Total | 5928 | 91.9 | 500 | 89.9 | 5428 | 92.1 |
| Eligible (01,02) | 2580 | 40.0 | 266 | 47.8 | 2314 | 39.3 |
| Administrative/No Services for Handicapped Students (07 [illegible] 10,11) | 1359 | 21.1 | 84 | 15.1 | 1275 | 21.6 |
| Residential [illegible] (12) | 218 | 3.4 | 41 | 7.4 | 177 | 3.0 |
| Special Education Provided in Setting with Non-Handicapped Students (14) | 1088 | 16.9 | 42 | 7.6 | 1046 | 17.7 |
| Special Programs, Not Eligible<br>Length of Stay<br>30 Days or Less (13) | 141 | 2.2 | 48 | 8.6 | 93 | 1.6 |
| Correctional Facility (18) | 226 | 3.5 | 1 | 0.2 | 225 | 3.8 |
| Adults Only (15) | 97 | 1.5 | 8 | 1.4 | 89 | 1.5 |
| No Longer in Operation (16) | 219 | 3.4 | 10 | 1.8 | 209 | 3.5 |
| Screener Not Completed | | | | | | |
| Total | 523 | 8.1 | 56 | 10.1 | 467 | 7.9 |
| Refusal (05) | 46 | 0.7 | 6 | 1.1 | 40 | 0.7 |
| Duplicate (19) | 138 | 2.1 | 0 | 0.0 | 138 | 2.3 |
| Unable to Contact or Interview (03,06) | 110 | 1.7 | 19 | 3.4 | 91 | 1.5 |
| Unable to Locate (17) | 222 | 3.4 | 31 | 5.6 | 191 | 3.2 |
| Not Contacted: Case Study Facility (20) | 7 | 0.1 | 0 | 0.0 | 7 | 0.1 |

[1] Fielded during Fall of 1987.

[2] Fielded during Summer and Fall of 1988.

## TABLE C.5

## DISTRIBUTION OF MAIL QUESTIONNAIRE/TELEPHONE SURVEY FINAL STATUSES, FOR PILOT AND FULL SURVEYS
(Unweighted Counts)

| | TOTAL | | PILOT SURVEY[1] | | FULL SURVEY[2] | |
|---|---|---|---|---|---|---|
| | NUMBER | PERCENT | NUMBER | PERCENT | NUMBER | PERCENT |
| Total Sample Screened Eligible | 2580 | 100.0% | 266 | 100.0% | 2314 | 100.0% |
| Completed Follow-up Survey | | | | | | |
| Total | 1941 | 75.2 | 173 | 65.0 | 1768 | 76.4 |
| By Mail | 872 | 33.8 | 137 | 51.5 | 735 | 31.8 |
| By Telephone | 1069 | 41.4 | 36 | 13.5 | 1033 | 44.6 |
| Never Responded | 639 | 24.8 | 93 | 35.0 | 546 | 23.6 |

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[1] Fielded during Fall of 1987.

[2] Fielded during Summer and Fall of 1988.

full survey was appreciably greater than for the pilot survey (76 percent compared to 65 percent).

During the full survey facilities that declined to respond by mail were asked to complete an abbreviated telephone interview; however, during the pilot survey this option had not been available to respondents. Pilot nonrespondents were recontacted during the full survey phase to request their participation either by mail or telephone, and some did in fact respond. The overall distribution of mail versus telephone completes was 872 to 1,069, a 1:1.2 ratio. The ratio among the pilot survey sample was much more heavily weighted toward mail respondents, with a 1:3.8 ratio, than in the full survey.

## C. DISTRIBUTION OF RESPONDING FACILITIES

Table C.6 presents the distribution of facilities responding by either mail or telephone to the survey, across two critical dimensions: facility operator and type of program offered (day or residential). As expected, there were relatively few State-operated day programs and local public residential programs. More than half of the day programs were operated by local or regional public agencies, mostly school districts, and two-thirds of the residential facilities were privately operated.

Tables C.7 through C.10 present detailed distributions of the responding facilities and the students at the responding facilities, separately for day and residential programs, by the primary disability served at the facility and the specific type of operator of the facility. These breakdowns parallel those used in the analyses with data weighted to represent the estimated universe.

## TABLE C.6

## DISTRIBUTION OF RESPONDING FACILITIES

| | Total | Day | Residential |
|---|---|---|---|
| Operated by a State agency | 232 | 55 | 177 |
| Operated by a local or regional public agency | 761 | 717 | 44 |
| Operated by a private organization | 948 | 543 | 405 |
| Total | 1,941 | 1,315 | 626 |

## TABLE C.7

## UNWEIGHTED NUMBERS OF DAY FACILITIES

| Operating Agency | Primary Disability Served by the Facility: Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | No Primary Disability | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| State Agency | 0 | 3 | 10 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 16 |
| Local Education Agency | 28 | 140 | 125 | 99 | 8 | 0 | 22 | 5 | 6 | 10 | 63 | 0 | 13 | 519 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 7 | 67 | 43 | 33 | 3 | 0 | 5 | 0 | 2 | 8 | 23 | 0 | 7 | 198 |
| Other State Agency | 1 | 3 | 17 | 8 | 1 | 0 | 2 | 1 | 0 | 2 | 3 | 0 | 1 | 39 |
| Total | 36 | 213 | 195 | 140 | 14 | 0 | 29 | 6 | 8 | 20 | 90 | 0 | 21 | 772 |
| PRIVATE | | | | | | | | | | | | | | |
| Individual Partnership, Family Operated | 1 | 6 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | [illegible] |
| Private For-profit Corporation | 16 | 1 | 1 | 25 | 0 | 1 | 0 | 0 | 1 | 2 | 6 | 0 | 0 | 53 |
| Religious Organization | 7 | 6 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 20 |
| Other Private Not-for-profit Organization | 85 | 62 | 45 | 118 | 9 | 6 | 27 | 3 | 9 | 21 | 53 | 0 | 25 | 463 |
| Total | 109 | 69 | 51 | 148 | 9 | 7 | 27 | 3 | 10 | 23 | 61 | 0 | 26 | 543 |
| TOTAL | 145 | 282 | 246 | 288 | 23 | 7 | 56 | 9 | 18 | 43 | 151 | 0 | 47 | 1315 |

## TABLE C.8

## UNWEIGHTED NUMBERS OF STUDENTS IN DAY FACILITIES

| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | No Primary Disability | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
| PUBLIC | | | | | | | | | | | | | | |
| State Agency | 0 | 372 | 2558 | 0 | 268 | 0 | 0 | 0 | 0 | 0 | 33 | 0 | 0 | 3231 |
| Local Education Agency | 4958 | 18085 | 15139 | 10040 | 887 | 0 | 2956 | 540 | 604 | 1297 | 7110 | 0 | 1199 | 62815 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 1274 | 9757 | 6081 | 4272 | 236 | 0 | 411 | 0 | 168 | 1380 | 2185 | 0 | 855 | 26519 |
| Other State Agency | 74 | 203 | 1068 | 455 | 191 | 0 | 394 | 315 | 0 | 94 | 149 | 0 | 323 | 3266 |
| Total | 6306 | 28417 | 24846 | 14767 | 1582 | 0 | 3761 | 855 | 772 | 2771 | 9477 | 0 | 2377 | 95931 |
| PRIVATE | | | | | | | | | | | | | | |
| Individual Partnership, Family Operated | 170 | 0 | 116 | 210 | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 0 | 75 | 641 |
| Private For-profit Corporation | 1185 | 25 | 8 | 1506 | 0 | 24 | 0 | 0 | 81 | 137 | 468 | 0 | 0 | 3434 |
| Religious Organization | 484 | 555 | 345 | 109 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 0 | 0 | 1544 |
| Other Private Not-for-profit Organization | 7316 | 4496 | 2389 | 8243 | 925 | 301 | 1963 | 253 | 312 | 1587 | 4805 | 0 | 2453 | 35043 |
| Total | 9155 | 5076 | 2858 | 10068 | 925 | 325 | 1963 | 253 | 393 | 1724 | 5394 | 0 | 2528 | 40662 |
| TOTAL | 15461 | 33493 | 27704 | 24835 | 2507 | 325 | 5724 | 1108 | 1165 | 4495 | 14871 | 0 | 4905 | 136593 |

## TABLE C.9

## UNWEIGHTED NUMBERS OF RESIDENTIAL FACILITIES

| Operating Agency | Primary Disability Served by the Facility: Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | No Primary Disability | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLIC | | | | | | | | | | | | | | |
| State Agency | 0 | 1 | 5 | 5 | 18 | 9 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 40 |
| Local Education Agency | 0 | 4 | 9 | 15 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 33 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 0 | 0 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Other State Agency | 0 | 4 | 57 | 40 | 14 | 7 | 2 | 0 | 2 | 0 | 11 | 0 | 0 | 137 |
| Total | 0 | 9 | 74 | 63 | 36 | 18 | 3 | 0 | 2 | 0 | 16 | 0 | 0 | 221 |
| PRIVATE | | | | | | | | | | | | | | |
| Individual Partnership, Family Operated | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Private For-profit Corporation | 1 | 2 | 12 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 62 |
| Religious Organization | 0 | 2 | 3 | 16 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Other Private Not-for-profit Organization | 21 | 28 | 25 | 182 | 12 | 2 | 7 | 3 | 7 | 4 | 23 | 1 | 3 | 318 |
| Total | 22 | 33 | 40 | 240 | 15 | 2 | 7 | 3 | 7 | 4 | 28 | 1 | 3 | 405 |
| TOTAL | 22 | 42 | 114 | 303 | 51 | 20 | 10 | 3 | 9 | 4 | 44 | 1 | 3 | 626 |

## TABLE C.10

## UNWEIGHTED NUMBERS OF STUDENTS IN RESIDENTIAL FACILITIES

| | Primary Disability Served by the Facility | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Operating Agency | Learning Disability | Mild/Moderate Mental Retardation | Severe/Profound Mental Retardation | Emotional Disturbance | Hearing Impairment | Visual Impairment | Orthopedic or Physical Impairment | Health Impairment | Autism | Speech or Language Impairment | Multiple Handicap | Deaf-Blind | No Primary Disability | Total |
| PUBLIC | | | | | | | | | | | | | | |
| State Agency | 0 | 43 | 611 | 897 | 2988 | 834 | 0 | 0 | 0 | 0 | 156 | 0 | 0 | 5529 |
| Local Education Agency | 0 | 151 | 732 | 1683 | 142 | 0 | 47 | 0 | 0 | 0 | 332 | 0 | 0 | 3087 |
| Regional Agency, Consortium of School Districts, Intermediate Education Agency (IEU) | 0 | 0 | 82 | 127 | 718 | 251 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1178 |
| Other State Agency | 0 | 353 | 3210 | 5089 | 2970 | 721 | 224 | 0 | 74 | 0 | 620 | 0 | 0 | 13261 |
| Total | 0 | 547 | 4635 | 7796 | 6818 | 1806 | 271 | 0 | 74 | 0 | 1108 | 0 | 0 | 23055 |
| PRIVATE | | | | | | | | | | | | | | |
| Individual Partnership, Family Operated | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Private For-profit Corporation | 57 | 156 | 546 | 5782 | 0 | 0 | 0 | 0 | 0 | 0 | 255 | 0 | 0 | 6796 |
| Religious Organization | 0 | 292 | 180 | 1105 | 375 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1952 |
| Other Private Not-for-profit Organization | 2436 | 2173 | 895 | 13289 | 2013 | 304 | 398 | 82 | 424 | 423 | 2141 | 3 | 241 | 24822 |
| Total | 2493 | 2622 | 1621 | 20176 | 2388 | 304 | 398 | 82 | 424 | 423 | 2396 | 3 | 241 | 33571 |
| TOTAL | 2493 | 3169 | 6256 | 27972 | 9206 | 2110 | 669 | 82 | 498 | 423 | 3504 | 3 | 241 | 56626 |

## VI. COMPARISON OF RESPONDING AND NONRESPONDING FACILITIES

The level of response to the screening interview was very high, 92 percent overall. Therefore, any biases due to nonresponse are likely to be quite trivial. However, one-quarter of facilities identified as eligible for the follow-up mail/telephone survey did not respond, and while a response rate of 75 percent to a survey is generally considered to be good, there is the possibility that nonresponding facilities are different in important ways from responding facilities. This section reports on what is known about the differences between responding and nonresponding facilities, based on data obtained during the screening interview. First, certain limitations of the screening data are reviewed.

### A. LIMITATIONS OF THE SCREENING DATA

The screening data, while generally sufficient for the purposes for which it was intended--that is, to determine whether a facility met or did not meet the eligibility criteria for the follow-up survey and to obtain sufficient data to determine which follow-up instruments applied, were obtained in a manner that reduced its accuracy on certain types of information.

The counts of numbers of students and residents by age group were found, based on reports provided during the follow-up survey, to be inaccurate a number of cases. This was due to a number of factors specific to the screening interview process. Screening interview respondents provided the counts of students and residents to the best of their knowledge, in most cases without consulting records. Also, the respondent was sometimes not in a position to know individual facility population counts in detail, being the superintendent of an entire district or the executive director of an agency operating a number of programs.

Also, the number of different primary handicaps among the students or residents served at a facility obtained on the screening interview was often found to be larger than those actually reported during the follow-up survey. The screening interview questions and interviewer probes were very explicit that only the primary handicapping conditions, not secondary conditions, of students should be considered. However, some modules sent to respondents were returned as inapplicable because all students were already accounted for, based on their primary handicapping condition, in other modules.

There was also confusion on the part of some screening interview respondents about how to categorize the type of agency or organization operating the facility. In some cases, a public agency, particularly the State educational agency (SEA), was inappropriately reported as the operator, apparently because the SEA provided some grant funds even though the operating budget was controlled by another organization or agency. Confusion on this variable was resolved for facilities responding to the follow-up survey by review of internal information provided on the questionnaire, by recontact with the respondent, or by contact with the State education agency.

Because of these limitations in the screening data, the screening information on which respondents and nonrespondents to the follow-up mail/telephone survey will focus on the following variables:

- Whether the facility provides residential services
- Whether the facility provides other services besides educational and residential programs

- Whether the facility serves persons over the age of 21
- Whether the facility serves any persons age 5 or younger
- Whether the facility serves any persons age 6 to 17
- Whether the facility serves any persons age 18 to 21
- Whether the facility is operated by a public agency
- Whether the facility accepts private placements
- Whether the facility serves persons 0 through 21 in several major size categories
- Whether the facility had also been surveyed in the 1978-79 OCR survey of State-operated or supported separate facilities

## B. COMPARISON OF RESPONDENTS AND NONRESPONDENTS

Table C.11 presents the distribution of eligible facilities by whether or not they responded to the follow-up mail/telephone survey on a number of variables obtained during the screening interview. There were statistically significant differences between responding and nonresponding facilities on four variables:

- Proportion providing residential services (responding facilities were slightly less likely to provide such services)
- Proportion providing services, in addition to educational and residential services, to handicapped persons (responding facilities were more likely to provide these types of services)
- Proportion providing educational services to students age 5 or younger (responding facilities were somewhat more likely to provide early intervention or pre-school services)
- Distribution of facility size across three broad categories (more responding facilities were in the smallest size category, and fewer were in the largest size category, than among non-responding facilities)

## TABLE C.11

## DISTRIBUTION OF FOLLOW-UP SURVEY RESPONDENTS AND NONRESPONDENTS ON SCREENING VARIABLES
(Unweighted Counts and Percentages
With Weighted Percentages in Parentheses)

| | TOTAL | | FOLLOW-UP RESPONDENTS | | FOLLOW-UP NON-RESPONDENTS | | CHI-SQUARE STATISTIC |
|---|---|---|---|---|---|---|---|
| | NUMBER | PERCENT | NUMBER | PERCENT | NUMBER | PERCENT | |
| Total Screened Eligible | 2580 | 100.0% | 1941 | 100.0% | 639 | 100.0% | |
| Facility provides residential services | 862 | 33.4 (36.1) | 626 | 32.3 (33.0) | 236 | 36.9 (45.1) | 4.5* |
| Facility provides other services besides residential and educational services | 1718 | 66.6 (66.3) | 1335 | 68.8 (68.7) | 383 | 59.9 (59.7) | 22.6* |
| Unknown | 266 | 10.3 (9.9) | 173 | 8.9 (8.0) | 93 | 14.6 (15.3) | |
| Facility provides services to handicapped persons... | | | | | | | |
| ... age 5 or younger | 1364 | 52.9 (51.8) | 1049 | 54.0 (53.6) | 315 | 49.3 (46.8) | 4.2* |
| ... ages 6 through 17 | 2367 | 91.7 (89.5) | 1784 | 91.9 (89.3) | 583 | 91.2 (90.3) | 0.2 |
| ... ages 18 through 21 | 1767 | 68.5 (63.9) | 1323 | 68.2 (64.5) | 444 | 69.5 (62.2) | 0.3 |
| ... age 22 or older | 322 | 12.5 (12.1) | 252 | 13.0 (12.5) | 70 | 11.0 (10.8) | 1.6 |
| Facility is operated by a public agency | 1320 | 51.2 (50.2) | 993 | 51.2 (50.5) | 327 | 51.2 (49.4) | 0.0 |
| Facility accepts private placements | 878 | 34.0 (35.1) | 667 | 34.4 (34.8) | 211 | 33.0 (35.8) | 0.6 |
| Missing or Not Applicable | 1474 | 57.1 (56.1) | 1106 | 57.0 (56.2) | 368 | 57.6 (56.0) | |
| Total number of handicapped students age 0-21 is... | | | | | | | |
| ... less than 50 | 852 | 33.0 (42.5) | 656 | 33.8 (43.8) | 196 | 30.7 (38.8) | 21.6* |
| ... 50 through 150 | 1203 | 46.6 (41.5) | 931 | 48.0 (43.2) | 272 | 42.6 (36.9) | |
| ... greater than 150 | 525 | 20.3 (16.0) | 354 | 18.2 (13.0) | 171 | 26.8 (24.3) | |
| Whether facility also included in 1978-79 OCR survey | 629 | 24.4 (23.6) | 487 | 25.1 (23.7) | 142 | 22.2 (23.4) | 2.6 |
| Unknown | 352 | 13.6 (19.0) | 267 | 13.8 (18.9) | 85 | 13.3 (19.3) | |

*Indicates that the difference between respondents and non-respondents is significant at $p \leq .05$; based on unweighted counts.

Larger facilities, and to some extent residential facilities, were apparently more reluctant to participate in the survey, even when provided with opportunities to take part in a shorter telephone interview.

## C. COMPARISON OF TELEPHONE AND MAIL RESPONDENTS

Facilities that responded to the follow-up survey may differ in important ways depending upon the mode in which they chose to respond. Mail and telephone respondents were compared on the same screening variables discussed above as well as on a few selected variables obtained in both versions of the follow-up survey, specifically:

- Total number of students age 0 through 21
- Student/teacher ratio
- Primary handicapping condition served by the facility

Table C.12 presents this information.

The variables on which there were significant differences between facilities responding by mail versus by telephone are generally the same ones on which all respondents differ from nonrespondents:

- Services provided
- Age categories served
- Total size

However, there is no difference by mode in the proportion of residential facilities and there are differences in the distribution of primary handicap served between respondents in the two modes, but they are very small. Again it appears that larger facilities were less able or willing to provide all the requested data on the mail questionnaire.

## TABLE C.12

## DISTRIBUTION OF FOLLOW-UP SURVEY RESPONDENTS, BY MODE OF RESPONSE

(Unweighted Counts and Percentages
With Weighted Percentages in Parentheses)

| | TOTAL | | MAIL RESPONDENTS | | TELEPHONE RESPONDENTS | | CHI-SQUARE STATISTIC |
|---|---|---|---|---|---|---|---|
| | NUMBER | PERCENT | NUMBER | PERCENT | NUMBER | PERCENT | |
| Total Respondents | 1941 | 100.0% | 872 | 100.0% | 1069 | 100.0% | |
| Facility provides residential services | 626 | 32.3 (32.1) | 280 | 32.1 (33.0) | 346 | 32.4 (31.4) | 0.0 |
| Facility provides other services besides residential and educational services | 1335 | 68.8 (68.5) | 563 | 64.6 (67.6) | 772 | 72.2 (69.1) | 90.9* |
| Unknown | 173 | 8.9 (7.9) | 137 | 15.7 (13.9) | 36 | 3.4 (2.9) | |
| Facility provides services to handicapped persons... | | | | | | | |
| ... age 5 or younger | 1049 | 54.0 (53.4) | 453 | 51.9 (51.2) | 596 | 55.8 (55.1) | 2.6 |
| ... ages 6 through 17 | 1784 | 91.9 (89.4) | 795 | 91.2 (89.1) | 989 | 92.5 (89.6) | 1.0 |
| ... ages 18 through 21 | 1323 | 68.2 (63.8) | 587 | 67.3 (63.4) | 736 | 68.8 (64.2) | 0.5 |
| ... age 22 or older | 252 | 13.0 (12.2) | 130 | 14.9 (13.9) | 122 | 11.4 (10.7) | 4.9* |
| Facility is operated by a public agency | 993 | 51.2 (50.8) | 431 | 49.4 (49.4) | 562 | 52.6 (52.1) | 1.8 |
| Facility accepts private placements | 667 | 34.4 (34.5) | 281 | 32.2 (32.0) | 386 | 36.1 (36.6) | 3.9 |
| Missing or Not Applicable | 1106 | 57.0 (56.6) | 508 | 58.3 (57.5) | 598 | 55.9 (55.9) | |
| Total number of handicapped students age 0-21 is... | | | | | | | |
| ... less than 50 | 656 | 33.8 (44.2) | 312 | 35.8 (46.4) | 344 | 32.2 (42.3) | 18.2* |
| ... 50 through 150 | 931 | 48.0 (42.5) | 437 | 50.1 (42.3) | 494 | 46.2 (42.6) | |
| ... greater than 150 | 354 | 18.2 (13.4) | 123 | 14.1 (11.3) | 231 | 21.6 (15.1) | |
| Whether facility also included in 1978-79 OCR survey | 487 | 25.1 (23.4) | 226 | 25.9 (23.2) | 261 | 24.4 (23.5) | 4.5 |
| Unknown | 267 | 13.8 (18.3) | 104 | 11.9 (16.8) | 163 | 15.2 (19.5) | |
| Mean number of handicapped students ages | | 99.5 (83.3) | | 88.9 (75.9) | | 108.2 (89.4) | F=15.7* |
| SD | | 107.3 (94.6) | | 97.6 (85.2) | | 114.0 (101.3) | |
| Primary handicapping condition served: | | | | | | | |
| Learning Disability | 167 | 8.6 (6.5) | 86 | 9.9 (7.5) | 81 | 7.6 (5.6) | |
| Mild/Moderate Mental Retardation | 324 | 16.7 (15.5) | 135 | 15.5 (14.4) | 189 | 17.7 (16.4) | |
| Severe/Profound Mental Retardation | 360 | 18.5 (20.1) | 160 | 18.3 (19.5) | 200 | 18.7 (20.6) | |
| Emotional Disturbance | 591 | 30.4 (32.2) | 249 | 28.6 (30.2) | 342 | 32.0 (33.9) | |
| Hearing Impairment | 74 | 3.8 (2.5) | 43 | 4.9 (3.4) | 31 | 2.9 (1.8) | |
| Visual Impairment | 27 | 1.4 (0.8) | 11 | 1.3 (0.8) | 16 | 1.5 (0.9) | |
| Orthopedic or Physical Impairment | 66 | 3.4 (4.4) | 33 | 3.8 (3.3) | 33 | 3.1 (5.3) | |
| Health Impairment | 12 | 0.6 (0.5) | 5 | 0.6 (0.4) | 7 | 0.7 (0.6) | |
| Autism | 27 | 1.4 (1.6) | 14 | 1.6 (1.5) | 13 | 1.2 (1.6) | |
| Speech or Language Impairment | 47 | 2.4 (2.3) | 24 | 2.8 (3.0) | 23 | 2.2 (1.7) | |
| Multiple Handicap | 195 | 10.0 (11.1) | 78 | 8.9 (12.6) | 117 | 10.9 (9.8) | |
| Deaf-Blind | 1 | 0.1 (<0.1) | 1 | 0.1 (0.1) | 0 | 0.0 (0.0) | |
| Non-Categorical | 50 | 2.6 (2.4) | 33 | 3.8 (3.4) | 17 | 1.6 (1.7) | |

*Indicates that the difference between mail and telephone respondents is significant at $p \leq .05$; based on unweighted counts.

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